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A REPORT ON THE LIBRARY OF THE
JEWISH THEOLOGICAL SEMINARY

Prepared at the request of the Administration
of The Jewish Theological Seminary

By

Maurice F. Tauber

Professor of Library Service
Columbia University

New York
1959

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INTRODUCTION

During the Spring of 1958 the Chancellor of the Jewish Theological Seminary of America, through the Librarian, invited the consultant to survey the facilities and services of the institution's Library. Working closely with the Librarian and his staff, the consultant prepared questionnaires and job analysis forms for the purpose of obtaining data relating to the use of the Library and the operations and responsibilities of staff members. The purposes of the survey were (1) to review the administrative organization, financial procedures, personnel, services, and physical quarters of the Library in relation to the objectives of the Seminary, and (2) to prepare a report including findings and recommendations for the long-range development of the Library.

In addition to the forms used in assembling data, the consultant conferred with the Chancellor; the Vice-Chancellor and Vice-President of the Faculties of the Seminary; the Librarian; the Chairman of the Library Committee of the Board of Overseers; the Business Manager; the Personnel Officer and her staff; the Director of Development and members of his staff; various members of the faculties; former and current members of the Library staff; and several alumni. Questionnaires were distributed to the faculty and the student body.

The Librarian and his staff have been most cooperative in providing the consultant with reports, statistical data, and other records useful in gaining insight into the problems and activities of both the Seminary and the Library. The consultant wishes to express his gratitude to the Seminary officers and the representatives of the Seminary in arranging conferences and giving information concerning various matters relating to the institution and the Library.

He is indebted especially to Dr. Nahum M. Sarna, Librarian; to Miss Judith B. Ginsberg, Administrative Assistant; and to members of the Library staff for providing materials necessary for carrying on the study. To Dr. Gerson D. Cohen, former Librarian, he owes a vote of thanks for special counsel on various problems.

Maurice F. Tauber

New York, July 1, 1959

CHAPTER ONE

SUMMARY AND RECOMMENDATIONS

In the development of the various sections of this report, specific conclusions were reached. Although the recommendations relating to the different problems are included at the ends of the several chapters, it may be useful to summarize and consolidate them at this point. It is expected, however, that administrative officers and other readers will examine the entire report to gain understanding of the details concerning the Library's problems.

Essentials of Seminary Library Policy

In order for the Library to do its work effectively, it is essential that the policy governing the administration of the Library be clearly understood by all members of the Seminary community. The nature of such a policy has been stated in the literature of librarianship and can be accepted as a general guide. Its characteristics as applied to the Seminary are as follows:

1. The relation of the Librarian to the administration must be clearly defined. Since the Librarian is an officer of a unit of the Seminary which maintains contacts with all other units and serves all schools, institutes, and interests, and aids them in the achievement of their educational objectives, he should be nominated by the Chancellor and should be responsible to him or his representative in charge of academic affairs.

2. The library resources of the Seminary are clearly indicated. All books, periodicals, pamphlets, manuscripts, films and other library materials acquired by the Library or any of its units through purchase, gift, or exchange, or otherwise for Seminary purposes are included.

3. These resources wherever located and by whatever unit acquired, are placed under the administration of the Librarian.

4. The duties of the Librarian are set forth. The policy holds him responsible for the selection of books and periodicals of a general character for the Library, and for the maintenance of a well-organized procedure for the selection of special materials, such as manuscripts and microfilms, needed for the Seminary. It also holds him responsible for the recruitment and direction of the Library personnel, for the expenditure of such funds as are allotted by the Seminary for Library purposes, for the acquisition and processing of materials for the Seminary as a whole, for the establishment and maintenance of proper catalogs and classification, for the preparation of the library budget, for the submission of reports and other statements, and for the performance of such duties called for in the administration of the Seminary.

5. A faculty library committee to advise the Librarian in the distribution of the book funds in the development of the broad acquisitional program should be appointed. The committee should be representative of the faculties of the various units of the Seminary, and should be concerned with the building up of the resources of the Seminary

Library as a whole, rather than one particular part. The committee might consist of from three to five members, with the Librarian as an ex-officio member.

6. The relationship of the Librarian and Library staff to the administration should be defined, and the role they should play in assisting in the educational program should be indicated. The policy statement for the Library should include stipulations concerning the status of the Librarian and the Library staff, with provisions relating to rank, tenure, leave, retirement, or insurance made by the Seminary for its administrative, instructional, and professional members.

Such a statement of principles is desirable because it clarifies the Librarian's position with respect to his all-Seminary role. The Library is a considerable responsibility, and the channels between the Librarian and the administration, the Library Committee, the Faculty and the proposed Faculty Library Committee should not be subject to possible interference or conflict. At the present time, there is no specific statement concerning the Library or the responsibilities of the Librarian and members of his staff. The consultant believes that the Seminary administration might well consider the development of a set of statutes for the institutional units as a whole, and in so doing place the Library within its proper framework of operation.

Resources

In the course of its relatively short history the Library of the Seminary has assembled internationally important collections in Hebraica and Judaica. The manuscript collections are rich in source materials for research. Despite its valuable holdings, the Library has definite weaknesses in its current acquisition policy and gaps in its collections. The examination of the collections of the Library was not done with the detail that might be employed in a survey of the holdings of the general college or university. Reliance upon the opinions and observations of Library staff and faculty members was necessary in order to arrive at the recommendations which are set forth below. Evidence was offered that certain teaching materials required by students and faculty members are lacking in such areas as modern Hebrew literature, current Jewish life, educational practices and problems, and music. These will need the special attention of the faculty members involved, working closely with the Library staff and the Library Committee. In addition to increased support of these fields, the following recommendations may be made:

1. That the periodicals for the fields specified in the chapter on Resources be acquired systematically in the immediate future.

2. That faculty members prepare desiderata lists which include titles essential for the development of the areas in which the Seminary has educational programs.

3. That the Reference collection be reviewed by the faculty members working with the Library staff to determine how this section of the holdings could be strengthened, with due consideration to other collections on the Morningside Heights campuses and in other locations in New York City.

4. That the financial support for the collections be increased sufficiently to absorb the costs of the materials not now being acquired. A minimal increase of $3,000 annually would be needed to enable the Library to acquire materials not now being added to the collections.

5. In addition to the above increase of $3,000 annually in the book and periodical budget, it is estimated that approximately $50,000 will be required to fill in the backlog of books and periodicals which would bring needed strength to the collections.

6. If the variety of materials, other than books

books and periodicals, are to be acquired systematically, special grants will be necessary to obtain them.

7. All increments in funds for resources should be matched by increases in budgets for binding and preservation. Unusually large increments may involve additional personnel for acquisitions and cataloging.

In general, it may be observed that the Seminary Library is a unique institution. Its service is international; its holdings represent the largest collections of Hebraica and Judaica in the world. To insure its continued greatness and provide for more extensive service, it must be given the support and care that it deserves.

Use of the Library and Relation to Other Resources

1. The Library has done a remarkable job in providing access to its collections to scholars from various parts of the world, and this aspect should be supported in the future.

2. There is a need to develop various parts of the collections so as to insure efficient Library use on the part of faculty members and students. This will require greater cooperation with the Library than now exists in the Seminary.

3. An effort should be made to formalize the relations of the Seminary Library with other institutions, so that reciprocal use may be developed to the utmost.

Readers Services

The services to readers may be categorized as those concerning (a) circulation, and (b) reference.

With respect to circulation, the following recommendations may be made:

1. That the introduction of a systematic classification and of book numbers will improve the present chaotic status of service to users.

2. That the present space for staff at the Circulation Desk needs enlargement for efficient service.

3. That the introduction of a modern system of circulation records would be instrumental in improving service.

The following recommendations may be made concerning reference.

4. That the addition of clerical support to the present research assistant will aid in the development of the essential reference service that is now not clearly outlined nor performed.

5. That the proposed Reference Librarian be supported in the creation of a service of instruction to users and faculty members.

Quarters and Equipment

In a study of this sort, the usual procedure is to enumerate specific recommendations regarding quarters. Considerable time was devoted to examining possibilities for altering present quarters for more efficient library service. Because of the nature of present quarters, it is difficult, if not impossible, to make substantial improvements, if one thinks of the next fifty years in Seminary life. The basic recommendation, therefore, is that the Seminary administration give serious attention to the possibility of new library quarters sometime in the near future, and that the present library quarters be converted for other Seminary purposes in the expanding program of the institution. In the long run, this will result in economies and increased service to the Seminary. It may be worth considering whether or not a new library building could be erected in conjunction with another structure projected by the Seminary.

Any other action taken will be a makeshift arrangement. Because it is possible that a building as proposed will not materialize immediately, improvements of present quarters should include the following:

1. Refurnishing the Main Reading Room with modern chairs and tables.
2. Relighting those sections of the library quarters having inadequate illumination.
3. Air-conditioning as many parts ofthe Library as possible, with special attention to the Manuscript and Rare Book Room, and the stacks.
4. Soundproofing the Main Reading Room.
5. Modernizing the Circulation Desk and its records.
6. Providing some reading or consulting space in the stacks.
7. Providing new equipment for the catalog and for the cataloging operations.

Such alterations would help to make service somewhat easier, but in the long range view they would not solve the many building problems which are evident in present quarters.

Technical Services

In the areas of acquisitions, cataloging, classification, and the preservation of the collections, the Library has a long and difficult job ahead. Because of inadequate decisions made years ago regarding the organization of the collections, the present "systematic arrangement" is unsatisfactory, book numbering is lacking, cataloging is haphazard, and the general physical condition of the catalogs is sub-standard. Drastic measures must be taken with respect to the preservation of the collections. Among the major recommendations offered for these areas of the Library's services are the following:

1. That an acquisition policy for the various areas of collecting be developed.
2. That the acquisition staff be supplemented with clerical assistance.
3. That multiple or correlated order forms be used for acquisitions work.
4. That exchanges be carried on through the Library, not the Business Office.
5. That a cataloging department be established.
6. That all holdings of the Seminary be revealed in the Library's catalogs.
7. That the collections be recataloged according to the rules of the American Library Association and the Library of Congress, and that printed LC cards be used whenever possible.
8. That the collections be reclassified according to the classification of the Union Theological Seminary, with proper modifications for the Library's special holdings.
9. That proper records for the Library (e.g. shelf-list and authority file) be made during reclassification, and that weeding, binding, and other activities be made part of the classification project.
10. That approximately $300,000 be alloted for reclassification and recataloging, distributed

over a ten-year period. Another $10,000 will be needed for reorganization of archives, prints, and photographs.

11. That approximately $50,000 be allotted for the cataloging of the manuscripts.

12. That approximately $200,000 be allotted for the binding of books which need immediate attention. Consideration should be given to setting up a bindery on the premises.

13. That the possibility of using the Columbia University Photographic Services be investigated.

14. That serious attention be given to the proper care of the growing collections of microreproductions which require proper temperature and humidity control.

Administration and Personnel

The Library's pattern of organization has evolved basically through the addition of certain personnel to fill certain positions, rather than by an analysis of a full-fledged library program. As a result, positions have not been clearly defined for most effective use of staff ability or time. Among the recommendations concerning the organization of the staff and the administration of the Library are the following:

1. That during the period of reorganization, the Librarian's teaching duties be reduced to a minimum.

2. That the post of Administrative Librarian should replace that of the present Administrative Assistant.

3. That the post of Chief of Hebraica be considered a special position until the retirement of the present incumbent.

4. That the position of Coordinator of Field Activities be developed further within the framework of public relations, and be directed toward leadership of an active Friends of the Library group.

5. That the cataloging work of the Library be coordinated under a Head of the Cataloging Department, who will also be responsible for the recataloging and reclassification project and for a systematic program of binding and preservation.

6. That a Cataloger of Manuscripts be appointed immediately.

7. That the coordination of the various activities of the Library be sought through a rearrangement of responsibilities as suggested in the proposed job descriptions.

8. That a reference unit of the Library be formally established, and a Reference Librarian and clerical assistant be appointed.

9. That special attention be given to privileges accorded the professional staff members, since the Seminary must compete with other educational institutions for able personnel.

10. That staff members become active in the programs of professional library associations, and that the Seminary provide for attendance at the meetings of these organizations.

11. That salary ranges be adjusted to meet the competition from other libraries of the City and nation to reduce excessive turnover and insure optimum efficiency.

12. That a Library Committee of the Faculty be established.

13. That the Seminary establish an in-service training program for qualified professional staff in cooperation with the School of Library Service, Columbia University.

Financial Administration

Undoubtedly, many of the difficulties facing the Seminary Library would never have occurred if the Seminary had been supplied with an endless fund of money. Nevertheless, it is necessary in this review of the Library's problems to be forthright about the support of the Library, if the Seminary is truly concerned with the correction of current difficulties and the development of a program for the next fifty years. This administration must face the future in terms of its stewardship; it must seek the means for providing modern library service in an expanding program of education and scholarly research. Unless steps are taken immediately to come to grips with the needs of the Library, the situation can only deteriorate further and the costs of correction and service will be proportionately greater.

Estimated sums necessary for the immediate future development of the Library as follows:

1. Resources: approximately $50,000 for capital investment in back materials; $3,000 for annual increase to budget for the purchase of books, periodicals, music, and other materials.

2. Cataloging and Classification: approximately $300,000 for reclassification and recataloging; $50,000 for cataloging and organization of manuscripts; $10,000 for cataloging of other materials. Total: $360,000.

3. Binding and Preservation: approximately $200,000 for binding and preservation; $20,000 for microfilming disintegrating newspapers and periodicals; $20,000 for microfilming manuscripts and Genizah. Because of the special nature of the binding

problems at the Seminary, it is suggested that a local program of binding be instituted. This is estimated to cost $5,000 annually, and it is expected that approximately 1500 books can be bound and repairs made on other volumes. This allocation would involve an increase of only $3,500 over the present inadequate binding budget. Total cost: $240,000, capital costs; $3,500 additional annual costs.

4. Quarters and Equipment: estimated $85,000 to $100,000 for various renovations (not structural changes); suggested new quarters would cost probably no less than $2,500,000.

5. Personnel: for new positions and increases in salaries immediately necessary to employ trained and experienced personnel an additional $27,367 annually, making the annual operating budget for personnel range from a minimum of $77,988 to a maximum of $88,900.

6. Endowment: the Library has no endowment fund at present to speak of. An endowment of $3,000,000 would insure proper support for the many projects that could be accomplished in the future. Of this amount, $250,000 should be set aside for the support of the Manuscript Room.

The Library operating budget would be increased from $73,000 annually to $106,867, if the additional allocations are made for resources, personnel, binding and preservation, as proposed.

If a new building is not to be sought immediately, it is estimated that the Seminary would require approximately $683,500 for resources, cataloging and classification, binding and preservation, and personnel. Another $100,000 would be needed for various renovations of the present library quarters. In addition, in terms of a long-range program, a new building would cost approximately $2,500,000; another $3,000,000 should be sought for library endowment.

CHAPTER TWO

BACKGROUND AND EDUCATIONAL OBJECTIVES OF THE SEMINARY AND LIBRARY

A library of an educational institution is designed to fulfill the mission of that institution. The Jewish Theological Seminary of America, which received its original charter in 1886, was established for the purpose of preserving in America the knowledge and practice of historical Judaism.[1] Section 1 of the Charter of February 20, 1902, states that the group of men who served as the body corporate by the name of the Jewish Theological Seminary in America were so constituted

> for the purpose of establishing and maintaining a theological seminary for the perpetuation of the tenets of the Jewish religion; the cultivation of Hebrew literature; the pursuit of biblical and archaeological research; the endowment of Jewish scholarship; the establishment of a library; and the education and training of Jewish rabbis and teachers.[2]

This is a forthright and simple statement of objectives. The directors of the Seminary were granted the right to grant and confer degrees of Rabbi, Hazzan, Master and Doctor of Hebrew Literature, and Doctor of Divinity, as well as to award diplomas and certificates of proficiency to persons qualified to teach in Hebrew schools.

During its history, the Seminary has expanded from "a single rabbinical training school to a virtual university of Jewish studies embracing five collegiate departments and two extension departments."[3] The major units of the Seminary are the Rabbinical School, the Teachers Institute and Seminary College of Jewish Studies, the Cantors Institute and Seminary College of Jewish Music, the Seminary School of Jewish Studies, and the Women's Institute of Jewish Studies. The Institutes maintained include The Institute for Religious and Social Studies and The Institute on Ethics. The Seminary Israel Institute, a joint project of the Department of Education and Culture of the Jewish Agency for Palestine and the Seminary was started at the Seminary in 1952. The Louis M. Rabinowitz Research Institute in Rabbinics was established to further the publication of scientific editions of early Rabbinic works. The American Jewish History Center, established in 1953, has as its aim the writing and publishing of histories of Jewish communities in the United States.

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[1] The Jewish Theological Seminary of America, Register, 1958-1959 (5718) (New York: 1957), p. 17.

[2] Ibid., p. 152.

In addition to the activities arising from these units, the Seminary also supports other pursuits of significance. The University of Judaism, in Los Angeles, is actually the West Coast branch of the Seminary. Although it has its own staff and facilities, it is directly under the administration of its president, the Seminary's Vice-Chancellor and Vice-President of Faculty. The Jewish Museum, located at Fifth Avenue and 92nd Street, has as its function the preservation of Jewish art and historical objects. It maintains a program of public services, including lectures, courses, concerts, tours, and a photographic service for items in its collections. Loan exhibits are also prepared for display in various cities.

The Seminary participates in radio and television through its "Eternal Light" program, which has been active since 1944. The Living Book Division of the Seminary School of Jewish Studies is designed to work closely with adult education programs in Jewish communities throughout the country. The Seminary maintains the Universal Brotherhood Program, created in 1950 for the purpose of interpreting ethical implications of Judaism to the nation.

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[3] *Ibid.*, p. 19

The Seminary in October, 1958, had an enrollment of 538 full-time students and 49 faculty members. During its history it has graduated 1460 students. Located on the periphery of the campus of Columbia University, it is part of a vast complex of educational and religious institutions. As will be indicated in later discussion, the location of the Seminary has direct implications for the Library.

At the present time, the United Synagogue, congregational arm of the Seminary, maintains relations with 640 congregations in the United States. There is a waiting list of 250 congregations. Prospects for increased enrollment are present. Students frequently take courses in Columbia University, Teachers College, Union Theological Seminary, and other institutions.

Indicated for the future are also more specialized courses, in areas such as religious psychiatry, ethics, and the various aspects of American Jewish life. The development of the Seminary Center in Israel also has implications for the educational program of the Seminary as well as for the activities of the Library.

The mere listing of the various units of the Seminary, and a recital of their basic functions, reveal the many responsibilities of the institution which are reflected in the Library. The Library has had a period of growth in terms of collecting certain types of materials; it is at a crossroads in its development. Proper actions taken in the next few years will determine whether or not the Library will be able to support the growing needs of the Seminary.

THE SEMINARY LIBRARY

In the volume, The Jewish Theological Seminary of America,[4] edited by Cyrus Adler, one is able to obtain a comprehensive history of the development of the institution and of the Library. Doctor Alexander Marx, in a chapter dealing with the Library, stated "The need for a working library was felt immediately upon the foundation of the Seminary."[5] He cited Joseph Blumenthal who, at the Second Biennial Convention of the Association of the Jewish Theological Seminary in 1890, stressed the urgency of a library for classroom work and scholarly research. Efforts to acquire valuable collections, such as the Merzbacher library of Munich, the library of Temple Emanuel in New York and the Isaac Lesser library in Philadelphia did not materialize.

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[4] Cyrus Adler, ed. The Jewish Theological Seminary of America, Semi-Centennial Volume (New York: The Jewish Theological Seminary of America, 1939). Various parts of this section of the report are taken from this volume.

In 1893, in connection with the seventieth birthday of Doctor Sabato Morais, it was decided to establish the Morais Library at the Seminary. At that time, the Library consisted of about 1,000 volumes, to which about 3,000 volumes from the collection of Doctor David Cassel of Berlin were added. In the same year, Professor Joshua A. Joffe became Librarian.

In 1897, after the death of Dr. Morais, the Library was bequeathed his collection of over 700 volumes. Dr. Marx notes that "At the time of the reorganization (1901) the Library owned 5,250 volumes volumes and 3 manuscripts. There were among the former two incunabula and several other rare books."[6]

Judge Mayer Sulzberger of Philadelphia was a collector of Hebraica during this early period, and upon the reorganization of the Seminary in 1901 he offered his collection of 2,400 rare books and about 500 manuscripts to the Library. In addition, he purchased the library of S.J. Halberstam of Bielitz, Austria, consisting of some 5,500 books and about 200 manuscripts. Both the Sulzberger and the Halberstam materials were given to the Library in December, 1903, shortly after the appointment of Dr. Marx as librarian.

In his letter of January 20, 1904, Judge Sulzberger stated that he hoped "that the Seminary would become the center for original work in the science of Judaism, to which end the acquisition of a great library was indispensable."[7]

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[5] _Ibid._, p. 88.
[6] _Ibid._, p. 89.
[7] _Ibid._, p. 90.

At the dedication of the then new building, at 531 West 123rd Street, Judge Sulzberger elaborated upon his ideas of a great library in terms of books and manuscripts. He referred to the Bodleian Library at Oxford and the British Museum as repositories of great Hebrew collections, but he envisaged the growth of the Seminary Library in comparable scope. In his comments on "the program" set forth by Judge Sulzberger, Dr. Marx observed: "Originally some of the Trustees were of the opinion that the Library should be limited to the immediate needs of the Seminary and should be kept within the bounds of an ordinary college library. We are grateful to Judge Sulzberger that such a policy was not accepted."[8] On this point, a discussion in the chapter on resources in the present report calls attention to the conflicts which have appeared in the acquisitional policy.

The library of Moritz Steinschneider, eminent Jewish scholar and bibliographer, was purchased in 1897 by Jacob Schiff. One of the stipulations of the transaction was that Steinschneider would use the books for the remainder of his life, and after his death the volumes would go to a public library as a separate collection. When Steinschneider died in 1907, his collection was transferred to the Seminary. It is the only collection still retained as a unit as a unit in the Library. Annotations and marginal notes, showing Steinschneider's relation with Jewish and non-Jewish scholars, are contained in many of the volumes.

Judge Sulzberger continued to add to the collections of the Seminary, especially those of Haggadahs and of Ladino (Judeo-Spanish) books, until his death.

Dr. Marx has described the other collections and materials which the Seminary acquired by 1939: a selection of 420 rare books from the Library of a St. Petersburg collector, A. M. Bank; 620 Latin dissertations on Biblical and other Jewish subjects from Temple Emanuel; the Kautzsch Library of 4,600 books and pamphlets on Biblical research, presented by Jacob H. Schiff; the Florence Marshall bequest in 1919 of over 380 volumes of Migne's Greek and Latin

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[8] Ibid., p. 92.

Patrologia and the Corpus of Latin Church Fathers; the library of Professor Solomon Schechter, President of the Seminary, consisting of 1,475 books, 13 manuscripts, and a number of Genizah fragments; the underwriting of the purchase of many rare editions and beautiful manuscripts, as well as leaves from the Gutenberg Bible, by Mortimer L. Schiff; the Israel Solomons Collection, a collection of 1,100 prints and 1,800 books and pamphlets, presented by Mortimer L. Schiff; a collection of 120 prints and ceremonial objects brought together by Maurice Herrmann and presented by his sister, Mrs. Theresa Rosenberg; the Elkan N. Adler collection of incunabula, sixteenth century items, and a wealth of material on the Spanish Inquisition; further materials on the Inquisition, given by Abraham Erlanger; materials on Zionism and the Jewish Question, given by Dr. Harry Friedenwald; the library of Dr. Hyman G. Enelow, consisting of Hebraica, Judaica, and volumes covering other branches of learning; and various other collections, given by generous benefactors. The Library has sought materials in all forms (including photostat and microfilm reproduction) on the history of the Jews, anti-Semitic literature, Hebrew codes and responsa, manuscripts, and the Genizah. Materials in practically all languages are included in the collections.

In recent years major additions to the Library's holdings include the collections of Professors Marx, Ginsberg and Davidson, the library of the Graduate School for Jewish Social Work, and a number of volumes acquired through the Jewish Cultural Reconstruction. These acquisition are described in the chapter on resources.

The quarters of the Library located in the 123rd Street building contained space in 1902 for 40,000 volumes, with additional space provided in 1907 by an expansion of the shelf space in the Reading Room. The present quarters at 122nd Street and Broadway were occupied in 1930, and opened in January, 1931. The stacks occupy ten stack tiers in the tower, and have a capacity of 250,000 volumes. There are special rooms for manuscripts and rare materials.

Dr. Marx died in 1953. In September, 1950, he had been appointed the Director of Libraries in charge of Rare Book and Manuscript Divisions. At that time

Dr. Gerson D. Cohen was appointed Librarian in charge of the Main Collection. From 1954 to 1957 Dr. Cohen was in charge of the whole library. He was succeeded in September, 1957 by Dr. Nahum M. Sarna who holds the position at this time.

At present, the Library has 200,000 printed books and nearly 10,000 manuscripts from the ninth century to the contemporary period. About 2,200 items are added annually. It is staffed by nine "administrative" personnel, with the head the only one designated by title of "Librarian", and five clerical assistants. Some 230 periodicals and 35 newspapers are received regularly, and the operating budget for 1958-59 exclusive of salaries and special donations is $9,000.

This brief outline of the development of the Library provides a basis for the discussion of the more special aspects of the services and facilities. In the next chapter attention is given to the essentials which characterize a seminary library.

CHAPTER THREE

ESSENTIALS OF A SEMINARY LIBRARY PROGRAM

The purposes of the survey, as stated in the Introduction, were as follows: (1) to determine the present effectiveness of the Library in supporting the objectives of the Seminary; and (2) to recommend steps to be taken within the current year and in the future in order to guide the library personnel and the Seminary administration in making the Library a more productive and efficient factor in the learning, teaching and research functions.

In order to carry out these purposes, it is necessary to establish what the essentials of a library program for the Seminary should be, and to note deviations from these essentials. In the light of standards, insofar as they may be applied to a unique library, and observed deviations, appropriate recommendations may be made.

It is natural that there should be a lack of unanimity among the Seminary community as to what should constitute the essentials of a Seminary Library program. Once, however, a common policy is evolved it is essential for its support and success that it be given the widest and most effective circulation among the administration, the faculty, the Library Committee and Library personnel. It is also desirable that this information be shared by the student body and by other members of the Seminary community.

In the second place, the members of the Faculty, as well as the Library Committee, should be in a position to have full knowledge of the program and problems of the Library. Thus, they may be prepared to support proposals for the continual development of the Library services in view of the needs of the institution. Often individual faculty members or administrative officers are so concerned with their special interests that they neglect to see the overall problems of the Library staff.

In the third place, the Librarian and members of his staff may be occupied with administrative matters and operational problems or may not have access to information enabling them to integrate library policy with educational and research policy. The absence of such information prevents them from coordinating their work with the plans of the Seminary administration. It is essential that the Librarian and his staff have knowledge of all programs which are likely to have implications for the Library's collections and services.

These essentials, which are set down below, were discussed with various members of the Seminary administration, as well as with the Librarian and his staff. Briefly, they are as follows: (1) a workable library policy, (2) participation of the Library in administrative and educational policies, (3) integration of the Library with the local and other library resources, (4) resources for instruction, research, and publication,
(5) organization and administration of materials for use,
(6) adequate quarters for use, library staff, and materials,
(7) competent personnel, and (8) adequate library support.

Workable Policy of Library Government

The purpose of a policy of library government is to insure the effective, functional operation of the central library of the Seminary, as well as of other units, such as those at Los Angeles and Jerusalem. In the history of academic libraries, it has been found that often there have not been developed clear statements of policy concerning such matters as the flow of authority from the administration to the Librarian, the relation of the Library Committee to the Library, the responsibility for the preparation of the library budget, the selection of library personnel, the administration of the units of the Library system, and the formulation of a well-conceived, long-range program of library development for the institution as a whole.

Although the Register[1] of the Seminary contains information concerning the Library, there is not available any systematic statement concerning the matters noted in the preceding paragraph. There exists a Committee on the Library, consisting of five members (four laymen and one member of the Seminary administration), which is a standing committee of the Board of Overseers. The Librarian is appointed by the Chancellor, and the Librarian selects, with the approval of the administration, professional members of the staff. The clerical personnel are employed through the Personnel Office of the Seminary, after screening by the Librarian.

It would appear that a formal statement on the responsibilities and scope of the Library should be prepared.

Participation of the Library in the Administrative and Educational Policies

The Library is a service agency for the entire Seminary. As such, it must maintain close contacts with the administration, the faculty, the students, and other units of the institution. Its services must be closely integrated with the classrooms in all matters relating to the teaching, research, and publication programs if the aims of the Seminary are to be achieved as fully as desirable.

Steps usually taken to insure such performance include the formation of a library committee of the faculty, of which the Librarian is a member. The committee is an advisory body, and should meet regularly to discuss problems of the Library. A second measure taken is the granting of professorial rank and status to the Librarian and other members of the staff who are properly qualified and are performing professional library functions. Such personnel often participate in related instructional activities in the institution. Specialized educational institutions are giving increased recognition to the potentiality of the professional librarian to contribute to the instructional program. If the professional staff members are considered as administrative or clerical personnel, regardless of their training and abilities, they generally fail to develop as fully as they might under more favorable conditions. There has been a growing tendency to assign faculty rank to qualified individuals on library staffs in colleges and universities.

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[1] Jewish Theological Seminary of America, Register, 1958-59 (5718) (New York: 1958), pp. 96-101.

At the Seminary, there does not exist a Faculty Library Committee. It would appear that such a committee would be able to help in the many problems now facing the Librarian and his staff. Such a committee in a relatively small faculty might consist of three or five members, including the Librarian as ex-officio member.

The Librarian is an assistant professor, with 10 hours weekly responsibility in the Teachers' Institute. None of the other members of the library staff has faculty rank.

Integration of the Library with Local and Other Libraries

The location of the Seminary on Morningside Heights has had a definite influence on the collecting policy of the Library. As the library with the largest collections of Hebraica and Judaica ever assembled in one place, it is in a position to provide service to scholars everywhere. It has provided information concerning its cataloged items to such sources as Stillwell's *Incunabula in American Libraries* and the *Union List of Serials.* It supplies information concerning additions to *New Serial Titles*, and copies of its cards for cataloged books are sent to the National Union Catalog.

Resources for Instruction, Research, and Publication

In the support of an educational program, as well as of research and publication, a library must be equipped with resources to carry out specific objectives set forth by the Seminary. As will be shown in the chapter dealing with Resources, the Seminary, although rich in older Jewish materials, has not been keeping pace in collecting in areas associated with the curriculum, nor in areas planned for expansion in the future. A review of the total reference sources is recommended as a future activity.

Adequacy of Building and Equipment

Associated with resources are the essentials of quarters and equipment. Inefficient quarters, poor communication between units, and the dearth of ordinary mechanical devices can do extensive harm to a library's service, as well as undermine a staff's morale. The Library is becoming crowded in various areas, and the quarters as a whole must be described as non-functional. In the chapter on Quarters, it is shown that little can be done with the present plant, and consideration should be given to planning new quarters. Equipment for carrying on the work of the Library in an efficient manner is urgently needed and should be provided as soon as possible.

Competent Personnel

The effective library is composed of resources, quarters, and personnel in proper proportions for implementing the functions of the institution of which it is a part. The right personnel can do much to make resources and library services of almost unlimited value to students and faculty members. The history of the Seminary reflects great growth in recent years, and one is impressed with the plans for expansion of programs and courses. The present library staff is a hardworking, intelligent group of dedicated individuals. However, there is need for additional staff who are trained in subject matter, library techniques, and languages. Above all, there is need for serious consideration of the salaries provided for individuals with the requisite qualifications if there is to be assembled a group of vigorous and effective librarians empowered to go beyond mere housekeeping activities. It is understandable that the salary scale for the Library staff is linked with that for other personnel of the Seminary, but the recognition of this problem is essential if there is to be progress in the solution of the many difficulties facing the Library.

Adequate Financial Support

In all of the preceding essentials, adequate financial support is assumed. No library can operate effectively when there are insufficient funds for books and other needed materials, space for expansion, and essential equipment. There appears to be a general understanding of the inadequacy of the support of the Seminary Library. Although this situation may be recognized in the context of the limited support of the entire institution, it is necessary to point out that unless steps are taken to strengthen its financial foundations,the Library will not be the positive force in the educational and research programs of the Seminary that it should be.

A POLICY FOR THE SEMINARY LIBRARY

In order for the Library to do its work effectively, it is essential that the policy or regulations governing the administration of the Library be clearly understood by all members of the Seminary community. The nature of such a policy has been stated in the literature of librarianship and can be accepted as a general guide. Its characteristics as applied to the Seminary are as follows:

1. The relation of the Librarian to the administration is clearly defined. Since the Librarian heads a unit of the institution which maintains contacts with all other units and serves all schools, institutes, and interests,and aids them in the achievement of their educational objectives, he should be nominated by the Chancellor and should be responsible to him or his representative in charge of

academic affairs.

2. The library resources of the Seminary are clearly indicated. All books, periodicals, pamphlets, manuscripts, films and other library materials acquired by the Library or any of its units through purchase, gift, exchange, or otherwise, for Seminary purposes are included.

3. These resources, wherever located and by whatever unit acquired are placedunder the administration of the Librarian.

4. The duties of the Librarian are set forth. The policy holds him responsible for the selection,acquisition, and processing of books and periodicals of a general character for the Library,and for the maintenance of a well-organized procedure for the selection of special materials needed for the several units of the Seminary. It also holds him responsible for the recruitment and direction of the Library personnel, for the expenditure of such funds as are allotted by the Seminary for library purposes, for the establishment and maintenance of proper catalogs and classification, for the preparation of the library budget, for the submission of annual and other reports, and for the performance of those duties called for in the administration of the Seminary.

5. A Faculty Library Committee to advise the Librarian in the distribution of the book funds and in the development of a broad acquisitional program should be appointed. The Committee should be representative of the faculties of the various units of the Seminary, and should be concerned with strengthening the resources of the Seminary Library as a whole, rather than of one particular section.

6. The relationship of the Librarian and the Library Staff to the administration should be defined, and the role they should play in assisting in the educational program should be indicated. The policy statement for the Library should include stipulations concerning the status of the Librarian and the Library staff in terms of provisions

relating to rank, tenure, leave, retirement, or insurance made by the Seminary for its administrative, instructional, and professional members.

Such a statement of principles is desirable because it clarifies the Librarian's position with respect to his all-Seminary role. The Library is a considerable responsibility and the channels between the Librarian and the administration, the Library Committee, and the faculty should not be subject to possible interference or conflict. At the present time, there is no specific statement concerning the Library or the responibilities of the Librarian and members of his staff. The consultant believes that the Seminary administration might well consider the development of a set of statutes for the institution as a whole, and in so doing to place the Library within its proper framework of operation.

CHAPTER FOUR

RESOURCES

The Library of the Seminary contained on January 1, 1959, an estimated 200,000 volumes and 10,000 manuscripts. The figures are approximations, and as part of the recataloging and reclassification project an inventory should be taken which would provide the Seminary with more exact figures of holdings. In the present examination of the Library in New York City no effort was made to consider the library holdings of the University of Judaism, the Seminary's branch in Los Angeles.

As indicated earlier, and as has been stated in other reports on the Library, the collections represent one of the largest libraries of Hebraica and Judaica in the world. It is not surprising, therefore, to find numerous references to the richness of the collections. In 1934, Dr. Boaz Cohen, formerly assistant librarian at the Seminary and now a professor on the faculty, wrote:

> The Library was originally founded for the purpose of serving the Seminary faculty and students, but it soon outgrew its original design and began to minister to the wider circle of scholars who are engaged in scientific research. In addition, the library was to be a storehouse where everything printed in Hebrew or Hebrew characters, as well as everything published in any tongue pertaining to Jews and Judaism, was to be preserved forever against the ravages of time.

This was an assignment of enormous proportions. With the advent of Israel, a country active in publishing books on every conceivable subject, the problem of an acquisitional policy was more complex than it appeared to

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[1] Boaz Cohen, "The Library of the Jewish Theological Seminary of America," *The Jewish Forum*, XVII (1934), 2.

be when the Seminary was developing its library in the early days of the century. Even to this day, there is some question about the limits of the acquisitional policy of the institution. The question arises primarily with regard to the developing curricular program and the research undertaken by members of the Seminary community.

It has been said of academic libries generally that they must be prepared for such developments. A college or university, or seminary, cannot introduce new courses or sequences of courses which involve library materials without making proper provision for the books, periodicals, and other materials which support such cources. "Cannot" is used in a positive sense here. Some institutions do introduce new courses without proper provision of library materials; the results are uniformly unhappy for both faculty members and students.

It is the purpose of this chapter to examine the nature and extent of the holdings of the Library, to make observations concerning their adequacy, and to propose means for insuring their growth in the future. There may be some duplication of the material presented in the chapters dealing with Financial Administration and Technical Services.

The problem of appraising a special collection in the fields of Hebraica and Judaica is obviously a difficult one, and the consultant has depended upon the observations made by members of the faculty and of the Library staff. It is relatively easy to appraise a collection for a college program, but to determine what is needed for an institution which is designed to collect exhaustively in certain areas is quite a different matter. If it is granted that a definite answer cannot be given concerning the collecting policy of the Seminary, it may be possible to examine the resources of the Library with respect to (1) the total resources of the Library, (2) the nature and extent of the collections, (3) gaps noted by students and faculty members, (4) the trend in the growth of the collections, and (5) recommendations for future policy.

Total Resources

There is no exact figure of the total resources of the Library. In addition to the estimated 200,000 volumes and 10,000 manuscripts, there were approximately 40,000 leaved from the great Cairo Genizah as of January 1, 1959. There are other materials which are described below. As indicated above, it is anticipated that the organizing of the collections will result in an inventory of the holdings.

The Nature and Extent of the Collections

As was noted in Chapter Two, the Library from its very beginnings had as its function the exhaustive collecting of all materials relating to the Jews, as well as of older material in Hebrew. The books and manuscripts cover not only the Bible and Rabbinics, but also theology, liturgy, history, philosophy, science, education, literature, law, philology, Jewish art, Zionism, medicine, and social work. In the *Register* for 1958-1959, a description of the principal collections of the Library is given as follows:

Judge Mayer Sulzberger Collection. In 1903, Judge Sulzberger presented the Library with his collection of some 3,000 rare books (including nearly half of the then know Hebrew incunabula), many first editions and about 500 manuscripts. To this he added the library of S.J. Halberstam of Bielitz, Austria, consisting of 5,000 books and a collection of Judeo-Spanish books and three other collections, consisting of 545 Hebrew and Judeo-Arabic manuscripts gathered by Ephraim Deinard, as well as numerous other rare volumes.

Steinschneider Collection. The Library of Professor Moritz Steinschneider of Berlin, consisting of about 3,000 volumes of Judaica, 1,500 volumes of Hebraica, and 30 manuscripts, was presented by Jacob H. Schiff in 190[illegible]. In 1933 Professor Steinschneider's correspondence with Jewish and Christian scholars was added by Miss Adeline Goldberg at the instance of Dr. George A. Kohut.

Kautzsch Collection. The Library of the Biblical scholar, Professor B.Kautzsch, was presented by Jacob H. Shiff in 1911.

Ottinger Collection. Important reference works on Biblical subjects, presented since 1905 by Marx and Moses Ottinger in memory of their father. An endowment of $5,000 was established by the Messrs. Ottinger for the enlargement of the collection.

Solomon Schechter Collection. Presented by Dr. Schechter's family in 1917, the collection comprises rare Genizah fragments, including an autograph signature of Maimonides and other important works. Dr. Schechter's personal correspondence and notebooks were added by Mrs. Frank I. Schechter in 1940.

Israel Solomons Collection. About 1,800 books and pamphlets of Anglo-Judaica and about 1,100 prints of prominent Jews of many countries, synagogues, maps of Palestine, caricatures and other items presented by Mortimer Schiff, who added regularly to collections of the Library during the period from 1920 to 1930.

Elkan N. Adler Collection. The greatest private Jewish library of its time, this collection was secured for the Library through the initiative of Mortimer Schiff, aided by Louis Marshall, Felix M. Warburg, Jules E. Mastbaum, and Nathan Miller. The purchase was concluded through the services of Dr. A.S.W. Rosenbach.

Enelow Memorial Collection. Some 1,100 manuscripts gathered from the Orient; was presented in 1932 by Mrs. Nathan J. Miller.

H.G. Enelow Collection. Bequeathed by the late Dr. H.G. Enelow. Duplicates in this collection were sold to the Harvard University Library, which purchased them with the aid of a gift from the late Lucius N. Littauer. Proceeds from this sale were used to buy rare books and manuscripts for the H. G. Enelow Collection.

Graduate School for Jewish Social Work Collection. This collection was transferred to the Seminary in 1940 with the condition that it would be returned if the Graduate School for Jewish Social Work reopened within a given period. It includes 5,000 books and many pamphlets in the field of social science, education, psychology and related subjects, much rare typewritten material and some 144 bound typewritten theses.

Professor Mordecai M. Kaplan Education Library. In 1946, the alumni of the Teachers Institute set up a fund in honor of Professor Mordecai M. Kaplan for the establishment of the Kaplan Education Library. The collection contains over 4,300 books dealing with various aspects of education, Jewish and general.[2]

Among more recent acquisitions of the Library have been the library of the late Professor Louis Ginzberg, concerned with Hebrew and rabbinics including valuable novellae, responsa, codes and monographs; the 13,000-volume collection covering all aspects of Jewish literature, history and bibliography of the late Dr. Alexander Marx; and the Israel Davidson Library, known for its medieval Hebrew section, on indefinite loanfrom the College of the City of New York. In 1951 the Seminary received about 6,000 volumes salvaged in Europe after the war by the Jewish Cultural Reconstruction. More recently two large bequests were made to the Seminary Library. The late Rabbi Bernard C. Ehrenreich bequeathed his collection of over 800 volumes, and the late Rabbi Samuel Schulman willed to the Seminary the Judaica, philosophy and theology books in his collection. In the Register for 1958-59 there is included also a description of individual manuscripts, newspapers and other items given by various individuals in recent years.

Also included in the Library are a collection of nearly 40,000 leaves of the Cairo Genizah containing letters, documents, responsa, and fragments of many lost or unidentified works; a collection of Biblical scrolls and codices, vocalized and unvocalized, representing the various traditions of Biblical calligraphy, orthography and vocalization; a fine collection of manuscripts of early Hebrew and Judeo-Arabic Bible commentaries, as well as early Jewish translations of the Bible into Arabic; manuscripts relating to rabbinic law, Jewish philosophy, theology, and mysticism; early Hebrew poetry and liturgy; and medieval scientific texts in Hebrew, Arabic, and Judeo-Persian.

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[2] Jewish Theological Seminary of America. Register, 1958-1959 (New York: 1958), pp. 98-99. Phraseology has been altered in several of the paragraphs.

Microfilm

The Library has embarked also upon a program of acquiring materials on microfilm. The Louis Ginzberg Memorial Microfilm Library, established by friends of the late Professor Ginzberg, includes microfilms of outstanding Biblical and rabbinic manuscripts from libraries throughout the world. Copies have been made of manuscripts in the Vatican Library, the Bibliothèque Nationale, the Bodleian Library, and the Taylor-Schechter Genizah in the Cambridge University Library. The entire Hebrew manuscript collection in the British Museum eventually will be a part of the Seminary's holdings. Lewis L. Strauss donated to the Library microfilms of all the Hebrew manuscripts in the Biblioteca Escorial in Madrid. In February, 1959, the collection totaled 2,040 manuscripts.

Reference Works

The Library contains a collection of some 1513 volumes on the open shelves of the Main Reading Room. This figure does not include all bibliographies, encyclopedias, dictionaries, and other reference sources available, and many volumes are located in the stacks, the Librarian's office, and the catalogers' office. Apparently there has been no serious difficulty in meeting the needs of students and faculty with the general reference titles available. A check against the titles listed in Winchell's Guide to Reference Books (7th edition and Supplements) showed that the Library contained a sprinkling of titles in general bibliography. The collecting of reference works has been related to the needs of the Seminary clientele, and it is not surprising that titles in language and literature, religion, and history are better represented than some other fields.

Distinctive reference sources of a general nature not available in the Library include the Library of Congress Catalog of Books Represented by Library of Congress Cards, and its various parts, including the current National Union Catalog. Such a tool should prove constantly useful in the recataloging and reclassification of the collections. In general, it might be suggested that faculty members working with the Library Staff examine in detail the present reference collection, and set up a policy for acquiring those special titles which would give reference strength to the Library. It is understood that valuable and older reference works which are used only occasionally, and are located at the Union Theological Seminary and at Columbia, would not be duplicated by the Seminary Library.

An almost complete run of titles in Hebraic and Judaic bibliography, and a complete set of the titles in Hebrew and bilingual dictionaries represent special strengths. Selective holdings, revealed by checking of Winchell, in other areas are available.

Periodicals and Newspapers

Of the estimated 200,000 volumes in the collection, approximately 21,000 volumes are bound periodical volumes. The Library subscribes to or receives through gift at the present time 147 periodical titles. A statistical tabulation of the titles in terms of fields shows the following breakdown:

Table 1

Periodicals received, by Field

Field	
Bibliography and library periodicals	11
General Jewish journals	24
Non-Jewish general publications	16
Education	10
Biblical journals	8
Semitic journals	13
Religion, ethics, philosophy	10
History	7
Middle East	18
Organizational reports and bulletins	30
Total	147

Thirty-five newspapers in English and non-Hebraic languages are received regularly.

Needs. Althought the faculty as a whole did not offer much in the way of suggested needs in periodicals and newspapers, among the desiderata which were noted were the following: periodicals in Biblical research (especially missing issues of some current publications such as, *Biblica*, *Biblische Zeitschrift*, *Revue Biblique*, *Zeitschrift fur die alttestamentliche Wissenschaft*, *Zeitschrift fur die neutestamentliche Wissenschaft*); such periodicals as *Islamica*, needed to develop additional strength; and filling in of gaps in *Al-Andalus*, *Journal of Biblical Literature*, *Tarbiz*, *Numen*, *Zion*, *Hasegula*, and *Moznaim*. There was a general observation that there should be a positive program of acquiring modern Israeli periodicals and newspapers, probably on microfilm.

Music

The Library contains a colletion of some 700 items in music, both liturgical and non-liturgical. In general, it has been considered that the music collection should be developed in relation to the holdings at Union and Columbia. However, the head of the Cantor's Institute has observed that support should be given to the development of the music collection at the Seminary. Unfortunately, no specific titles were suggested, but a listing of needs would be the first step in developing a proper collection.

Prints, Pictures, Photographs, Postcards

Ever since its inception, there has been a flow of materials into the Library of a pictorial nature, including prints, pictures, photographs, and postcards. At the present time, it is estimated that a total of 7,900 items are included in these collections. Among these are 1,400 in fine print media (e.g. woodcuts, wood and metal engravings, etchings, mezzotints, and lithographs); 3,000 photographs and other reproduced items, and 3,500 postcards. There has been no deliberate effort to develop these collections through a systematic budget; they have been received as gifts, mainly through Dr. Harry G. Friedman. Since however, the collection has now grown to such an extent that it is the largest of its kind in any Jewish library, and since it is now being thoroughly cataloged, a deliberate effort should be made to collect systematically in this area and to maintain the cataloging.

Museum Collection.- Note should be made of the fact that Dr. Harry G. Friedman is having transferred from the Jewish Museum to the Library his collection of fine prints, etchings, and lithographs. The Library will catalog and store them.

Archives

The collection of private papers, correspondence, and personal documents of various families and individuals has not been acquired deliberately with budgetary support. Nevertheless, it is an extensive one and of prime importance to future historians. Individual letters have been sought if they are related to the interests of the Seminary. Unfortunately the collection is entirely uncataloged and in a state of total disorder. In this area, as in the general area of non-book or non-manuscript collecting, a more systematic policy of acquisitions should be established and funds allocated for cataloging.

Miscellaneous Materials

Among the miscellaneous collections, other than those discussed above, are the marriage certificates, broadsides, proclamations, Judenordnungen, amulets, and maps. There are no budgetary allotments made specifically for these materials, and there is no collecting policy stated.

Education Library

Some years ago there existed a Teachers' Institute collection, located in the Unterberger Building. This was a small collection of materials, and was used on a self-service basis by the students. The collection was later moved to the Library, and has been shelved in the Kaplan Library. Recently, the Teachers' Institute turned the collection over to the Library for integration with the main collections, and at the same time proposed the development of the Education Library for the Teachers' Institute and the Seminary College. According to the porposal, this library would be an open-shelf collection and would include (1) current basic works in educational practice, (2) specialized materials relating to Jewish educational problems and methods, (3) a collection of textbooks issued by Jewish educational publishers and used in schools for Jewish education, and (4) audio-visual aids, courses of study, and other materials used in schools. There would be no attempt to duplicate the materials in Teachers College, Columbia University, which have been used without difficulty by students in the Seminary, but there would be minimal duplication of basic works required in courses. At the present time, there has been little purchasing of educational materials for the Library.

A definite acquisitional program for necessary materials should be established for the library, which the Librarian plans to expand. The consultant believes that such a library would be of great educational value for the institution, and can be accommodated easily in any future plans concerning library quarters. The Teachers'-Institute Office has indicated a willingness to assist in the development of a desiderata list of books, periodicals, and other materials which would be needed.

American Jewish History

Active steps have been taken to develop formal arrangements with the American Jewish History Center, whose offices are located at the Seminary. At a meeting on March 31, 1958, the following questions were considered:

1. The need to know the available Americana (books and manuscripts) in the Library.

2. How the files of the communal and biographical material gathered in the Center will be housed in the Library.

3. How microfilm and other materials can be filed in the Library so that they may be more easily available.

4. Ordering books on local American Jewish history at the request of the Center.

5. Formation of a liaison between the Center and Library for day-to-day discussions about problems which may arise.

6. A memorandum on the long range needs of the Center with respect to library facilities will be developed.

There were discussions of such problems as incorporating information of holdings in the Center in the Seminary catalogs, of transferring microfilms from the Center to the Seminary, and of coordinating purchases in American Jewish history. Efforts would be made to develop cooperative plans for the listing of Americana. In all, it appears that this type of positive cooperation between two agencies might prove fruitful in conserving the funds of both. At the present time, attention is being devoted to the proposed program.

Gaps Noted by Students and Faculty Members

The consideration of the problem of lacunae in the collections must be related to the acquisitional policy of the Library. Note was made above of the needs in periodical and serial literature. As some of the faculty members explained to the consultant, the Library has had a history of collecting older materials. Dr. Marx was an expert in rare books and manuscripts, and his mandate from the administration and friends of the Library, as indicated by the rich gifts and support of the purchases of collections from bibliophiles and dealers, was to develop the Library in terms of historical rarities.

With the expansion of Jewish activity in all phases of cultural, social, economic, and political history, the literature in these areas has assumed greater importance. The faculty members have called attention to the need of acquiring modern materials in Hebrew literature, education and music. Students noted that there were weaknesses in the collections in modern Hebrew literature, philosophy and religion, dictionaries, and contemporary theology. It was estimated that it would take $5,000 to bring the modern Hebrew literature collection up to date.

The extent to which the Library should collect in these fields should be determined by the particular faculties concerned in consultation with the Librarian, and, if it is organized, the faculty committee on the Library. There has been satisfactory cooperation between the Seminary and other libraries on Morningside Heights, particularly Union Theological Seminary, Columbia University Libraries, and Teachers College Library. It has been noted, however, that these libraries have their own programs to develop, and it is not possible for Seminary faculty and students to expect them to provide materials which should be available in the Seminary Library.

Among other specific lacunae noted by the faculty are (1) the classical ancillary sets (for example, gaps in the Loeb Classical Library should be filled, and approximately $1,000 is needed for such materials), (2) the collection of Islamica (specific materials needed include recent editions of classical Arabic texts, (3) works dealing with the history of Moslem philosophy, now a weak spot in the collections, and (4) Biblical commentaries of all kinds.

Trends in the Collections

The preceding sections have been primarily descriptive of the collections, and at certain points desiderata have been noted. The history of the Library is reflected in the specific references to various special materials which the Seminary has devoted itself to collecting since its beginning. There is no reason why this type of collecting should not continue, on the basis of the purpose and function of the institution. However, there appears to be strong support for the development of an acquisitional program which will pay heed to modern movements in Jewish life, problems, issues, and activities.

Some idea of the development of the growth of the Library may be observed in the following table:

TABLE 2

GROWTH OF THE COLLECTIONS, JEWISH THEOLOGICAL
SEMINARY LIBRARY, 1949-59

Year	Volumes Added
1949-50	2202
1950-51	2421
1951-52	2365
1952-53	1540
1953-54	1917
1954-55	2599
1955-56	2365
1956-57	1580
1957-58	2713
1958-59 *	3731

*Through March, 1959.

The total for the ten-year period was 23,429. It may be anticipated that if the broader program of collecting is introduced, the average annual accessions will be increased significantly.

No records have been kept of the annual increases in manuscripts. The total figure of 10,000 is an estimate. Statistical records for the manuscript and other collections should be maintained, as the program for cataloging and classification is systematized.

Future Policy

Despite the continual growth, the gaps noted earlier represent serious handicaps to research activities. Strong budgetary support is imperative if the future holdings of the Library are to develop within the acquisitional policy of the institution. The major parts of an acquisitional program would include the following areas for consideration by the proposed Faculty Library Committee:

1. Books: course work and research; reference works.
2. Rare materials: the general range of rare materials, from Biblical fragments to manuscripts relating to Hebrew and Jewish life in all phases; incunabula.
3. Current periodicals and other serials.
4. Music, in relation to programs of instruction and research.
5. Microfilms, and other microforms.
6. Photographs, prints, pictures, and postcards.
7. Archives and documents.

8. Slides.

9. Exhibition items.

10. Miscellanea: marriage certificates, etc.

Undoubtedly, some discrimination is exercised at present with regard to accessions to each of the above categories. However, unless there is a definite policy, it is a tendency of librarians to accept any item that is offered if it fits within the general framework of collecting in a broad subject field.

RECOMMENDATIONS

The specific areas of collecting as described in the preceding sections of this chapter on resources are not spelled out in the detail that one is often able to provide in the examination of a general collection of a college or university. Lacunae will need special attention by the faculty members working closely with the Library staff. The following specific recommendations concerning resources may be made:

1. That the periodicals for the fields specified be acquired within the near future.

2. That faculty members prepare desiderata lists which include titles essential for the development of the areas in which the Seminary has educational programs.

3. That the distinct weaknesses in such areas of teaching materials as modern Hebrew literature, current Jewish life, educational practices and problems, and music, should be strengthened.

4. That the reference collection be reviewed by the faculty members working with the Library staff to determine how this section of the holdings could be strengthened, with due consideration to other collections on the Morningside Heights

campuses and in other areas in New York City.

5. That the financial support for the collections be increased sufficiently to absorb the cost of the materials not now being acquired. A minimal estimate of $3,000 annually would be needed to enable the Library to acquire such materials.

6. In addition to the above increase of $3,000 annually in the book and periodical budget, it is estimated that approximately $50,000 is needed to fill in the backlog of books and periodicals not previously acquired which would bring strength to the collections.

7. If the variety of materials, other than books and periodicals, are to be acquired systematically, special grants will be necessary to obtain them.

8. All increments in funds for resources should be matched by increases in budgets for binding and preservation.

CHAPTER FIVE

USE OF THE LIBRARY AND RELATIONS TO OTHER RESOURCES

The development and maintenance of an academic library with research responsibilities, as has been shown in the chapter on Financial Administration, involves a considerable expenditure. Justification of this expense depends upon the service of Library renders to students and faculty members, as well as to the scholarly world at large. The extent to which the Library program is integrated in the instructional and research programs of the Seminary determines the amount and nature of such service. The administration and the faculty members have assumed that for certain materials students and others connected with the Seminary should and can use collections of other institutions.

The literature of librarianship contains a number of works which emphasize the contributions that an effective library can make toward achieving the educational objectives of an institution. These works have stressed the active role that the library can play in college education. With a competent and expert staff and adequate facilities, the library can become a vital force in aiding the students and in assisting faculty members in their efforts to direct the work of their students. This means more than a reserve book room in the Seminary Library. It means an alert, educational program of instruction in the use of library materials so that the students of the Seminary will gain most from their present work and will develop a basis for continued study and investigation after they have completed their formal studies. This statement does not suggest that graduates have not been able to do this, but conversations with several alumni of the Seminary suggest that the organization, collections, and facilities of the Library have not been especially conducive to study and library research. Students have not been able to get at materials easily; they have managed to do so, but at a severe cost to both themselves and the library staff.

The administration has been cognizant of the difficulties. The present survey is a tangible example of the earnest efforts of the administration to develop and maintain the Library on a more effective level than has been possible in the past.

The Library in the Educational Program

Comment in Chapter Three on the relation of the Library to the Seminary administration and to the other units of the institution indicated that the channels of communication were not as effective as they might be. The development of the Library in terms of current needs has not been the joint effort of the major participants in the program—the Administration, the Librarian, a Library Committee of the faculty, and the faculty. The lack of a faculty Library committee has been commented upon, and such a committee should be organized. These several groups should together develop a library program that would include a definite acquisitional policy which makes the most of limited funds, as well as seek to obtain additional funds, introduce instructional programs in the use of the Library, and lay the basis for the reorganization of the collections on a systematic basis. Complaints have been made by individual students and faculty members of the inadequacies of the Library over a long period of time, but no positive program has been established to correct them.

The Library at a Teaching and Research Level

Only a minimum is done in training the students in the use of library materials. A mimeographed statement concerning the Library is available; another statement concerning the catalogs gives some guidance in the use of those instruments. A two-hour orientation period is devoted to introducing Freshmen to the resources of the Library and to resources on the Columbia campus. Insufficient staff makes it impossible to do more at this time. Moreover, the present inefficient organization of the collections prevents self-help by the students.

Despite the present conditions, however, the Library may make a more positive contribution to teaching and research. Along these lines, the following recommendations are proposed:

1. That a coordinated handbook including information concerning resources and the catalogs be developed for distribution.

2. That the orientation program for new students in the Seminary be extended by having the proposed Reference Librarian spend more time on this service.

3. That the Library, with the assistance of the faculty, prepare a guide book to the various collections. This publication should be useful not only to members of the Seminary, but also to the scholarly world in general.

4. That, after reorganization of the collections has taken place, space should be made available in the stacks for the consultation of materials by advanced students and faculty members. If new quarters are provided, the major parts of the collections might well be opened to the student body at large.

5. That the new Faculty Reading Room, which is a desirable innovation, be supplied with adequate new books to fulfill the purpose of the facility.

Off-Campus Cooperation

Mention has been made at various points in the report of the need to cooperate with other libraries in New York City and elsewhere. The Library has an informal arrangement with the Jewish Institute of Religion, which collects materials currently issued in Israel, as well as modern Jewish fiction. Since the Seminary does not collect these materials exhaustively, it is important that an active cooperative arrangement be made between the two institutions.

There is no positive program in specialization in collecting with regard to other Jewish organizations in New York City. The Jewish Division of the New York Public Library, the Rabbi Isaac Elchanan Theological Seminary, the Jewish Information Library of the American Jewish Committee, the Library of the Jewish Education Committee of New York, the Zionist Archives and Library, and the Yiddish Scientific Institute are regarded as sources of materials which the Library does not collect. Sometime in the future, it may be desirable to develop a handbook of collections of Judaica and Hebraica as they exist in New York and elsewhere in the country, particularly in the Library of Congress. Furthermore, it would seem that the Jewish Theological Seminary Library might well take the lead in spearheading cooperative bibliographical projects and any programs in specialized collecting.

USE OF THE LIBRARY

In the preceding sections of this chapter, attention was called to the need for developing the Library in its proper role as an education factor, rather than as passive dispenser of reserve books. The consultant, therefore, sought to gather as much information as possible on faculty and student use of the Library. Unfortunately, as the following sections show, the response to questionnaires was not as high as would be desirable in evaluating attitudes. Discussions with members of the Library staff, however, suggest that the returns would not have altered significantly the points of view which appear to develop into patterns. One may conclude that there is a general resistance to using the Library because of the difficulty of locating materials. As one faculty member said: "We have one of the largest Bible collections in the world, but it is so difficult to get at them that it is easier to go across the street to Union when I want to use a particular one."

The following sections deal with the summaries of information obtained from questionnaire responses of faculty members and students.

FACULTY OPINION

In assembling information concerning the present Library facilities and services, it was found desirable to establish the nature of the attitudes of the faculty members toward the Library. A questionnaire (Appendix A) was developed and distributed to the faculty, after the Chancellor had circularized a letter to them. In addition to the questionnaires, the consultant held interviews with a number of faculty members on specific matters raised in their replies. Seventeen faculty members, out of a total of 42 circularized, responded to the forms.

Faculty Use of the Library.- Apparently, the faculty members who answered the form represented those who use the Library at least monthly. Only three of the faculty made use of the Library's facilities daily; 3, three times weekly; 4, weekly; 2, every two weeks; and 5, monthly. From discussions with faculty members, it was learned that most of them have copies of books they need in their private collections, and did not consider it necessary to use the Library more frequently than they indicated. The library staff pointed out that the faculty also keep library books in their possesion indefinitely and therefore do not need to visit the Library often.

Faculty Borrowing Regulations.-Only two of the 17 faculty members indicated some dissatisfaction with the borrowing regulations, and this criticism referred to long-term lending periods which interfered with student access to materials. Books are recalled from faculty members for student use when urgently needed. The situation should be reconsidered, however, with a view toward giving students better access to materials, as students were critical of faculty loans for indefinite periods. Some faculty members are said by the Circulation staff to have had books out for several years.

Some faculty members resent having to return books. This is an unhealthy attitude that warrants correction.

Use of Other Libraries.- In addition to maintaining their own collections, faculty members use other libraries in New York frequently. Most used, in order, are the Columbia Libraries, Union Theological Seminary, and the New York Public Library, but others included are YIVO, Metropolitan Museum of Art, Frick Art Gallery, Juilliard,College of the City of New York, and Hebrew Union College (by mail). Periodicals and books not owned by the Seminary, non-Judaic materials, and special research materials are among the items listed by the faculty as being sought in these other libraries. Use of Union is reciprocal, and special arrangements are made for exchange of use with the Columbia Libraries. There appears to be little or no difficulty in the use of materials in other libraries.

Complaints of Students.- Of the 14 faculty members commenting on this question, 9 indicated that students had presented problems to them in their quest for books and other materials. Books were assigned which they could not locate, the catalog was not easy to consult in their search for specific items, the Hebrew catalog presented special difficulties, the service was unduly slow, too many faculty members held books for too long periods, and the Seminary School students did not have borrowing privileges.

Duplicate Copies.- Seven out of 15 faculty members indicated that not enough duplicate copies of materials needed for course work were available. Modern Hebrew literature, educational materials, and Rabbinic commentaries were cited as examples of areas in which there were insufficent copies.

Acquiring Materials Promptly.- Only two of the 13 members suggested that there was significant slowness in the acquisition of materials that were needed by faculty members in their class work. These were not specified.

Lending Materials to Students.- Out of 14 faculty members responding to this question, five reported that they lent materials to students because they were not available in the Library, because the Library did not have them, or because special items were required (e.g., music) which they had in their personal libraries. In two cases, materials were charged out to others, and faculty members wanted their students to have immediate access to the items. This is a relatively frequent occurrence in college communities.

Restriction of Assignments.- Six out of the 15 faculty members commenting on this question found it necessary to restrict assignments because the Library could not supply materials. Reasons given include the lack of certain reference works, difficulty in obtaining periodicals or reprints, (usually back issues), insufficient copies of books, and gaps in the music collection.

Planning of Courses.- Two faculty members indicated that there was a need for general strengthening of the collections for their courses, and three others suggested additional materials in general theological, educational, and sociological areas. As a rule, faculty members have been aware of the use of the resources of Union, Columbia, Teachers College, and the New York Public Library by the students. They also used these collections, as well as those of the Jewish Institute of Religion and of other Jewish organizations. Assignments which involved use of such collections were sometimes made with the expectation that the students would gain access to the materials.

Personal Libries.- Note has been made of the fact that the faculty members have their own libraries for personal study, research, and class use. This was indicated in responses of 15 faculty members: 10 reported great reliance on their own collections, 4 considerable reliance, 1 little reliance. One faculty member reported a library of several thousand volumes; one, 2000 volumes; and 8, several hundred. Faculty members visited by the consultant had relatively large collections.

Recommending Titles for the Library.- Of 8 faculty members reporting that they recommended titles (4 noted that they did not and 5 did not answer the question), 3 indicated "about 20 titles," 3, "about five titles," and 2, "occasionally." Four others noted that they had made recommendations in the past. It would appear from this set of figures that the faculty participated on a minimal level in developing the collection.

Success of Library in Obtaining Materials.- Ten faculty members reported that the Library acquired materials requested without difficulty. There were no negative responses, although one faculty member observed that he did not put through certain requests because he was "a visiting professor." Generally, most college and university libraries take advantage of visiting specialists to help in making selections for the collections.

Evaluation of Holdings.- This aspect of the questionnaire is treated in the chapter on Resources. It may be noted here that there is general concern about the lack of funds to purchase many current items.

Card Catalog.- Responses of faculty members to the question dealing with the condition of the card catalogs were similar to those made by students. Both the Hebrew catalog and the subject catalog were described as inadequate, filing errors were emphasized, and the general lack of consistency in the cataloging was stressed. The need for systematic call numbers on books and cards was mentioned by four faculty members.

Classification.- Ten of the faculty members emphasized the need for a systematic classification of the Library's holdings.

Interlibrary Loans.- The interlibrary loan service was found to be adequate by eight faculty members. One faculty member indicated that he had some difficulty securing books on loan, but this was not explained.

Provision of Services.- Among the services suggested by the faculty members were better display of periodicals, stack browsing, acquisition of standard works that could be borrowed by faculty members, and the possible use of faculty collections by students and other faculty members. The last mentioned item, of course, is beyond the control of the Library and requires cooperative effort on the part of the faculty members involved. The point may be made, however, that the Library's lack of materials, a lack often duplicated in the faculty collections, suggest titles which might well be purchased by the Library if they are available. One is inclined to observe that the faculty members have not insisted as firmly as they might that the administration support the Library in acquiring materials that they believe the Seminary should own.

Personnel.- Four of the faculty members found the staff cooperative and helpful, while three others commented on the poor service, particularly on the part of pages (regarded as "condescending"). Note was made of the expense of turnover among the staff, as well as the poor service which developed from too frequent changes of personnel. Nine faculty members regarded the library as understaffed, and special mention was made of the inadequate cataloging staff. Some comment was made of the spirit of cooperation of the present head of the Circulation Desk.

STUDENT ATTITUDES TOWARD THE LIBRARY

A questionnaire was distributed in order to gain some idea of the attitudes of the students, as well as the extent and problems of use of the Library. Some 50 of the forms (Appendix B) were returned in Spring 1958; another 18 were returned in the fall. Of the 68 students, 36 were from the Rabbinical School; 15 from Teachers Institute; 13 from Seminary College, and 4 from other units. Of the 61 students who responded to the question of easy access -- living in, or within walking distance of the Library -- 52 reported that they had such access.

Extent of Use of Library. Comments on the Library should be related in some measure to the extent of use. Failure to use the Library, of course, may often come from the inability of the Library to produce needed materials when asked for. Of the students who completed forms, however, 16 used the Library daily, 8 three times weekly, 19 as much as twice a week, 12 at least once a week, and 4 from two to three times a month. Others indicated that they used it rarely, occasionally, or irregularly, but these represented only a small number. The total of 68 forms represented about 13 per cent of the total student enrollment.

Other Libraries Used by Students. In the announcement of the Seminary it is noted that students have access to other collections in the City, as well as to those on the Columbia campus. As a matter of fact, the reports indicate that students do make use of such collections in the Union Theological Seminary (noted 12 times), Columbia (noted 28 times, and 2 more for Barnard), Teachers College (sometimes included in Columbia, noted 4 times), New York Public Library (noted 6 times), various branches of the New York Public Library, and the Jewish Institute of Religion. The impression given the consultant is that both Columbia and Union are considered within ready access. There is also an indication that they have been able to obtain materials needed in these libraries. In most cases, students sought materials needed for term papers (items not in JTS), to examine Hebrew manuscripts, to use special reference works, and to use materials in relation to courses taken in the other institutions.

Purposes in Using Seminary Library. Students were to indicate the reasons which brought them into the Seminary Library. The pattern of such purposes suggests that primary reasons for the use of the Library were the following, in order of importance: (1) for books on reserve, (2) for collateral or background materials in relation to courses, (3) as a convenient place to study, (4) for extra-curricular or "outside" reading, not specifically for courses, and (5) for preparation of papers or theses. Of course, it is apparent that these purposes vary from time to time.

Although these uses are for the "college" aspect of the students' programs, rather than for the "graduate" aspect, they should not be regarded as unimportant. Nor should it be overlooked that although the larger number of users is represented by the undergraduate student group, actually the students do not require as much attention and time as do the users involved in extensive research projects.

Reading Space. In only 9 cases did students indicate that they had some difficulty in obtaining seating space. In 2 cases students reported that this occurred "often," one student noting the hours from 4 to 6 p.m. At present there are 40 seats in the main reading room; an additional 20 seats are available in the Kaplan room, adjoining the main reading room. The librarians report that there is no real problem in sufficient seating space at the present time.

Hours of Opening. Of the students who commented on this question, 25 indicated dissatifaction with the present hours. One student suggested earlier opening (8 or 8:30 a.m.), 13 proposed Sunday Service which permitted obtaining materials from stacks, or longer hours, and 11 indicated later stack service. This particular question was not explored in connection with costs of such service, but the administration might give it proper attention in terms of whether the requests are of sufficient need that adjustments may be made. Libraries should not provide special hours for just a few students if the costs are prohibitive, but the 25 comments justify some consideration of the problems.

Difficulties in Obtaining Books. Comments from the students concerning particular difficulties were numerous. Most students checked more than one of the specific difficulties, with the items ranked as follows: titles needed are not found when requested, 46; titles needed are not available for various reasons (faculty member has it, volume at bindery, etc.), 44; too few copies available, 35; titles needed are not in Library, 25; catalog did not reveal items, 5.

Single comments were made about slow paging, lack of Hebrew-English dictionaries, and misplaced reference books.

Inadequacy of Collections. Indicated among the specific inadequacies of the collections were the following: modern Hebrew literature, philosophy and religion (particularly materials on the non-Jewish religions), dictionaries, contemporary sociology, and various new editions and translations. Perhaps the reason that there were not more criticisms of the collections lies in the fact that the majority of the students who answered the questionnaire used the Library for course work. There was sufficient comment on "lost" books to suggest that this is one of the important difficulties in students' use of the Library.

Borrowing from Faculty. There is but little borrowing of books from faculty members (it may be noted in passing that the faculty members as individuals have considerable personal libraries). Note was made of reference works, periodicals, modern Hebrew literature, philosophy and religion, and Loeb classics as the types of materials borrowed from faculty members.

Attitudes toward Personnel. In general, there appears to be a reasonable appreciation of the work of the personnel, considering the inadequacies of the Library itself. Of 62 replies, 45 indicated satisfaction with service, and 17 were critical. Comments were made on the lack of familiarity of personnel with collections, as well as on such factors as indifference, giving of misinformation, slowness in service, and failure to follow-up requests. It did not seem to the consultant that the users regarded the staff as "responsible" for the failure to obtain books when needed. Mention was made of "bad records," "poor evening service," and "overworking" of personnel.

Card Catalogs. Of the 61 answers relating to satisfactoriness of the card catalogs, 37 were critical, and 24 found no special difficulty. There were 20 critical remarks concerning the inadequacy of the Hebrew catalog, 6 regarding inadequacy of cross-references, 5 concerning insufficient subject entries, and a variety of observations on illegible cards, duplications in shelf marks, failure to distinguish locations of books bound with others, lack of entries for pseudonyms, and general difficulty of using the catalog. There were several comments on the general appearance of the catalog, and the seeming lack of organization. One would be justified in concluding that the catalogs represented somewhat of a barrier to the students in their search for materials.

Loan Period. Thirty-eight out of 45 students observed that the loan period (one month) was satisfactory. There were some comments by those who did not question the period, however. These referred to the need to enforce renewals and fines, notification of students when books were overdue, insistence on faculty returning books, and more generous lending of certain materials. There was a suggestion that the circulation records were obsolete and resulted in much confusion.

Suggestions for Improvement. The suggestions made by the students naturally developed out of their criticisms. They referred to the need for improved catalogs, placement of call numbers on books, a systematic classification system, more reserve copies, reorganization of the periodical collection, rebinding of torn covers, mending of pages, access to reserve books, open stacks (when collections are reorganized), more efficient personnel, designation of collections by reading room signs, and new lighting and reduction of noise in the Main Reading Room.

Present Services. Comments on present services which seem to be helpful include the efforts of the staff to do their job under trying conditions. Especially noted were the introduction of new call slips for circulation, the preparation of new acquisitions lists, the changes in the reserve room, and the setting up of the reserve closet for long term loans of materials for students working on special projects. There was appreciation for the inclusion of the students in the survey, and for the suggestion that the Seminary was going to make efforts to improve the Library.

Use by Outsiders

No survey was made of the use of the Library by outsiders. However, the Reports of the Library were examined for the notes made of the use of the collections by scholars. The author of several thousand books, monographs and articles have acknowledged their indebtedness to the Seminary Library and to the unique collections which have made their researches possible. These diversified studies include the work of renowned Christian scholars like the late Professor George Foote Moore who, in preparing his classic work on Judaism,drew freely on the Library's resources. Paul Kahle of Oxford (formerly of Bonn University) made extensive use of the Seminary's Geniza Fragments. Historians of science such as Professor Arturo Castigliano, Colonel Fielding H. Garrison and George Sarton were helped by the fine collection of Hebrew manuscripts and printed books on the history of the Jews in science and medicine through the ages.

More recently, in 1954, it was observed that Father Alejandro Diez, of the University of Barcelona, had spent several months in the Library examining Biblical manuscripts, particularly searching for materials dealing with Babylonian and Yemenite supralinear vocalization; he was able to locate materials useful to him. During the year 1955 Dr. J. Meijer, of Surinam, and Professor Michael Molho, of Buenos Aires, used the special holdings of the Library; and Samuel Chotzinoff, musical director of the National Broadcasting Company, examined treasures in the Manuscript Room.

During 1956, outstanding volumes appeared in which the manuscripts and collections of the Library are well represented. The late Professor J.N. Epstein of Hebrew University and his student Dr. E.Z. Melamed published a new edition of the Mekhilta on Exodus by R. Simon bar Yohai, in which a number of Seminary fragments were used. David Sassoon, of London, issued the first volume of the edition of Maimonides' commentary to the Mishna, in which Seminary manuscripts of Maimonides autographs were utilized.

In 1957, Dr. Simon Bernstein published in Israel the liturgical poetry of Moses Ibn Ezra, the Spanish Hebrew poet. The work was compiled from the unique manuscripts and liturgical volumes in the Seminary Library. A publication in Yiddish, *Oyf de Vegen Fun Zion*, by Kadie Molodowski, contained reproductions from some of the rare books in the Library, and Father Diez published two articles in *Estudios Biblicos* based on Seminary biblical manuscripts. Professor S.D. Goitein, of the Hebrew University of Jerusalem and then visiting Professor at the University of Pennsylvania, worked with unpublished Genizah fragments, while Arthur J. Hornblow, Jr., Hollywood producer, consulted books and pictures in connection with the production of a motion picture on King Solomon which was to be made in Israel.

In 1958, Zosa Szajkowsky published an article in *Historia Judaica*, XX . (1958) P.31-46. entitled "Jewish Autonomy Debated and Attacked during the French Revolution", in which he made extensive use of items in the Library's French collection. Of a bibliography of 56 items dealing with the French Revolution, which he prepared later, 21 items came from the Seminary Library. Also in 1958 Dr. A. Murtonen, of Helsinki, Finland, received a Fulbright Scholarship in order to study the Biblical manuscripts in the Library. He studied in the Library for a six-month period.

These examples are cited because one may well wonder what use is made of the extensive holdings of the Library. The examples are by no means the total use made of the collections. The reports of the Librarian indicate the many libraries which borrow materials from the Seminary. These include college, university, seminary, and public libraries, located in all parts of the United States. Service to foreign countries is provided mainly through photographic reproduction. The Seminary officials have cooperated fully with all responsible scholars and laymen who demonstrate that they have a need for the Library's materials.

SUMMARY

This chapter on the use of the Library reveals several significant findings. They include (1) the absence of full participation by the faculty in library development, (2) the difficulties which both students and faculty face in obtaining materials they need, (3) the need to use other resources because of the shortcomings of the Library, (4) the extensive use of the Library by outsiders for special studies, and (5) the generosity of the Seminary in making the resources of the Library available to researchers.

Any recommendations which may be made are interwoven with proposals for additions to the collections, the reorganization and recataloging of the collections, and the improvement of services through additions to the personnel. These are all parts of an effective Library. One may observe that despite the handicaps, the Library stands out as a true service agency. The level of service will depend upon the administration's support of an enlarged Library program to collect, preserve, organize, and make available its unique materials. Scholars journey from foreign countries to examine manuscripts which exist no where else in the world. The founders of the Library envisioned such use. But in addition to this use is that of current students and faculty members. Thus, the Seminary must support the Library as an international library and as a service agency for students who are preparing themselves for positions in the Jewish theological and educational fields of endeavor.

CHAPTER SIX

READERS' SERVICES

The Readers' Services of the Library are centered primarily in the Circulation Department on the second floor of the building. The Research Assistant provides direct assistance to users concerning specific questions and materials. The various users of the Library--faculty members, students, and outsiders-have direct access, when necessary, to the Librarian, the Administrative Assistant, and the Coordinator.

CIRCULATION DEPARTMENT

The staff of the Circulation Department includes the head of the unit, a senior page, and two additional pages. Note has been taken of the activities and responsibilities of these personnel in Chapter Nine.

The attitude of the users toward the Library is derived essentially from the level of service provided them at the Circulation Desk. Time after time it was recorded in the questionnaires from students and faculty members that they did not obtain satisfactory service at the Circulation Desk. The Head of Circulation, who has not been trained in library methods but who has a strong academic background and language ability, has been concerned with the direct consequences of the inadequate cataloging and classification on the circulation service, as well as with the obsolete circulation records. She has tried to improve service through expansion of the reserve book room and identification of the reference volumes on the shelves through fixed number symbols. This latter measure can only be characterized as one of desperation, developed because of the lack of a systematic classification.

The complaints of the students and faculty members regarding service should be evaluated in terms of the t total library program. It is unavoidable that in a library lacking book resources which students and other users have a right to expect--current materials in Hebrew literature, and other items relating to Jewish life in all of its modern characteristics, as well as current sociology, education, theology, and related disciplines--major problems arise at the Circulation Desk, where students and others normally obtain books. The difficulties in locating specific items in the catalogs, and the lack of a systematic schedule of call numbers, help to aggravate the situation. The inexperience of the pages, with the high turnover attendant to the positions, were noted by students and faculty members as resulting in "indifference," "lack of enthusiasm," "failure to follow through," and "unfamiliarity with the collections." In most libraries, pages are assigned to obtain books from the stack shelves and return them without becoming directly involved with the users. The absence of call numbers and the subsequent delay as a result of lengthy searching undoubtedly has played a part in establishing a feeling of dissatisfaction on the part of users toward the Library. That this attitude is not stronger than now expressed is due to the conscientiousness and continued effort of the staff to locate materials. As a matter of record, since the new head of the Circulation Desk has been on duty, some of the difficulties included in the responses to the questionnaires have been eliminated or minimized.

Reserve Reading.- The Department operates a small reserve reading room adjacent to the Circulation Desk. Although this is a closed section and service is provided by the staff, some students enter the room and borrow books on a self-service basis. This creates problems, since control is affected. Because of the shortage of staff and the poor arrangement of the area, it is not possible to stop this self-service completely. Temporary numbers have been placed on the book so that they may be shelved easily.

Main Reading Room.- The Main Reading Room is an attractive room on the second floor, with the ceiling extending to the fourth floor. There are forty seats available in the room, which also contains open shelf reference works. These are arranged by subject with temporary fixed numbers so that location and shelving may be simplified, in the absence of permanent call numbers. Lighting is poor, although table lights have been introduced to provide illumination beyond the ceiling fixtures. The stone floors give rise to constant noise. It has been stated also that the ventilation is inadequate. Supervision of the room is exercised by the staff at the Circulation Desk.

Kaplan Room.- The Kaplan Room is an additional room to the north of the Main Reading Room. It contains seats for twenty persons, racks for current periodicals, a collection of miscellaneous books in the field of Education, duplicate copies of certain Hebrew texts, and additional general reference works. The Teachers' Institute has given its collection to the Library, and as is noted in the chapter on Resources there are plans to make the room an up-to-date center of educational materials.

Rare Book and Manuscript Room.- Access to the Manuscript Room is gained by a stairway at the north end of the Main Reading Room, as well as through the office of the Librarian. It is not set up for readers, although on occasion a faculty member is given space to work with special materials. Manuscripts are generally brought to the readers by the Research Assistant. The materials require considerable attention in terms of preservation, cataloging and arrangement. Most disturbing is the inability to ascertain exactly what is in the collection. At various times professors and visiting scholars have singled out and identified items which the Library staff members were not aware were in the collection.

Faculty Study Room.-Recently there has been provided on the first floor in the Chapel a Marx Memorial Library, which is designed to provide faculty members direct access to basic books. This small collection is under the supervision of the Research Assistant. It is expected that the room, which contains a non-circulating collection, will provide essential service to the faculty and alleviate the strain at the main Circulation Desk.

Hours of Opening.- The Library is open for study and reference daily, Monday through Thursday, from 9:00 a.m. to 10:00 p.m. (stack service until 4:30 p.m.), Friday from 9:00 a.m. to 5:00 p.m., (or until one hour before sundown; stack service until one hour before closing). Sunday only the Reading Room is open, from 10:00 a.m. until 5:00 p.m. The hours are from 9:00 a.m. to 5:00 p.m. during June, July, and September, when classes are not held. The Library is closed during August. Borrowing privileges are granted to students and faculty members. Other qualified users may borrow books upon the payment of a nominal annual membership fee.

Acquisition lists.-Quarterly acquisition lists showing selected current additions in the field of Judaica, have been issued since January, 1958. They have been well received by the reading public. It is hoped to include a similar list for Hebrew acquisitions as soon as technical processes will permit.

Statistics of Use.-Although it is difficult to state exactly what quantitative use is made of the Library, Table 3 provides some indication of the circulation of books among students and faculty. It is expected that the reorganization of the circulation work will be accompanied by more systematic and meaningful statistical records.

Special note should be taken of loans to outsiders. In addition to service to individuals who come to the Library to examine materials at first hand, materials that are not regarded as rare or fragile are loaned to other institutions. Photographic reproductions are made for many users. Books are sent throughout the country to alumni and rabbis. Usually transportation or mailing charges are assessed against the users. Chapter Five discusses in some detail problems of use encountered by students and faculty members.

REFERENCE SERVICE

Reference service in the Library is a loosely organized function. The Research Assistant serves, in a sense, as a reference librarian. She assists students and faculty members in locating materials. She helps the Circulation Dest identify items for interlibrary loan service, which

TABLE 3

CIRCULATION AND ATTENDANCE
1953-54 to 1957-58

Academic Year	Visitors	Readers (users)	Consulted (stack use)	Borrowers	Books Borrowed
1953/4	13,918	8021	12,647	2217	3722
1954/5	17,699	11,776	12,866	2157	3267
1955/6	19,036	10,348	14,452	1622	2695
1956/7	19,580	9552	15,107	2486	4092
1957/8	14,170	8077	14,734	2127	4023

is maintained by the Administrative Assistant's office. The Research Assistant also prepares exhibits, operates the Manuscript Room service, and generally assists the Librarian in answering research questions from campus clientele as well as from the general public in person and by mail.

While the actual number of reference questions asked is not large, they cover broad areas of knowledge and require a great deal of research. A sampling of the questions recently asked involved the following topics: Dead Sea Scrolls, Bible texts and translations, medicine in Biblical and Talmudic times, marriage laws, Israel-Arab relations, comparative religion, comparative chronology, Gilgamesh Epic, weights and measures, identification of coins, Jewish view of immortality, sacrifice in the Old Testament. Work performed often includes identifying word meanings and origins, checking editions, providing biographical information, verifying bibliographical references.

In addition to the Librarian and the Research Assistant, the Administrative Assistant and the Chief of Hebraica aid in answering reference questions. Under the present set-up this multiplicity of sources has not caused a great deal of friction. With the appointment of a Reference Librarian, however, the approach to reference service will become more systematic and extensive.

Service to General Public.-The Library from its beginnings has provided service to the general public. Although the Library has been generous in its loan policy, especially on interlibrary loan, in recent years there has developed a service of providing film copies of materials, rather than sending original items, through a cooperative program with the New York Public Library Photographic Department.

Interlibrary loan statistics are shown in Table 4. As can be expected in an institution of this unique character, the number of loans it makes is of necessity much greater than the number it requests.

TABLE 4

INTERLIBRARY LOANS COMPLETED
1953-54 to 1958-59 (*)

	LOANED		BORROWED	
Academic year	Number of Items	Number of Institutions	Number of Items	Number of Institutions
1953-54	82	36	20	7
1954-55	153	39	21	5
1955-56	154	54	32	6
1956-57	169	54	40	7
1957-58	100	43	11	8
1958-59	125	47	13	8

* (Through May 15)

SUMMARY

This review of the readers' services should be considered in relation to the discussion in the chapter on the use of the Library. A recapitulation of the findings suggests that there is a need for reorganization of both the circulation and reference services. In so far as circulation work is concerned, there is every reason to believe that service will be improved by the installation of systematic classification and call numbers. Circulation records require a vigorous house-cleaning of long-charged items, and faculty members no longer needing materials should return them to the Library. Undoubtedly, the classification of materials would bring back many items which have had indefinite charges.

The activities of the proposed Reference Librarian will evolve more definitely and properly when a clerical assistant is added to the staff. In the chapter dealing with personnel, it is recommended that a well-defined reference service be developed. Such a service would instruct students in the use of library materials, as well as provide expert service to faculty members and researchers.

CHAPTER SEVEN

QUARTERS AND EQUIPMENT

The three major factors in a library service are books, people, and space. The collections and the personnel, as well as the readers, need to be housed in proper accommodations if the library service is to be as economical and efficient as possible. The wing of the Seminary buildings housing the library quarters may have been satisfactory at one time; the situation is now reaching a point where one can easily prophesy increasing difficulties in the future in terms of stack space for books, reading space for students, faculty members, and scholars, and work space for staff members.

The quarters could never be described as functional, since related units are separated. The Main Reading Room, the Circulation Desk, the Reserve Room, the card catalog room, the Kaplan Library, and the work room housing the Gitelson Collection are on the second floor of the Jacob H. Schiff Memorial Building. The Rare Book Room is reached by a staircase in the Main Reading Room. On the third floor is the catalogers' office. On the fourth floor are the offices of the Librarian, the Administrative Assistant and Secretary, the Chief of Hebraica, and the Coordinator of Field Activities, the upper level of the Manuscript and Rare Book Room and the acquisition room. An elevator connects the three floors. There are ten tiers of stacks. Some storage space is available in the basement.

The consultant worked with the Librarian and other staff members in an effort to determine how more space, or better alignment of present space, could be developed. It appears to be difficult, if not impossible to rearrange the quarters in such ways that more effective use could be obtained from them. A suggestion was made, for example, to build into the main archway to provide space that catalogers could use adjacent to the card catalog. This does not seem to be practical. But the fact remains that the catalogers need to use the elevator or climb the stairs between the catalog and their office many times a day in order to do their work efficiently.

Accommodations for Readers

The major space for readers is the Main Reading Room, approximately 52 feet long and 42 feet wide (2440 square feet), and two stories high. It is an attractive room, but presents a cold appearance because of the concrete beam ceiling and the stone floors. The room is lighted by heavy ceiling fixtures, and large windows with leaded glass. Table lamps have been installed to provide better lighting, but are inadequate for that purpose. The students and the staff have complained about the noise generated by walking or moving chairs on the stone flooring.

The Kaplan Library, to the north of the Main Reading Room is 22 X 29 feet (638 square feet). The card catalog room, 24½ X 12 feet (294 square feet) has little space for growth. If the catalogs are developed as recommended, it will be difficult to provide sufficient space for the card cabinets in present quarters.

The Gitelson Room, adjacent to the Kaplan Library, contains a microfilm reading machine and the Library's microfilm files. One reader at a time may use the projector. The general space for readers, then, approximates 3372 square feet. Seats for approximately 60 readers are provided, although it would be possible to gain more seating space in the Main Reading Room by adjusting tables and chairs.

There is no space in the stacks where readers may examine materials at tables or desks.

Accommodations for Books and Other Materials

The stacks of the Library is a ten-tier structure, each tier approximately 40 X 40 feet (1600 square feet, or a total of 16,000 square feet for all stacks). The Reserve Room is 12 X 15 feet (180 square feet). Other space for books are the shelves in the Main Reading Room (holding approximately 750 volumes), the Kaplan Library (with a capacity of 1700 volumes), and in the Gitelson Room (holding some 1500 volumes).

The Manuscript and Rare Book Rooms (holding 4,750 volumes) occupy a three-story area with access from both the Main Reading Room and the Library offices on the fourth floor. Floor space on each of the two levels (rare books are kept on the lower level and manuscripts on the mezzanine story above) is approximately 41 x 22 feet (862 square feet). About 50 visitors can be seated in the Rare Book Room for illustrated lectures and demonstrations.

During the last ten years (up to March, 1959), the average annual rate of growth in the book collections has been 2244 volumes. It has been estimated that at this rate of growth there are approximately 12 years of stack space remaining. Space in The Manuscript Room is practically exhausted.

Accommodations for Staff

The Circulation Desk is in a small area 16 x 24 feet (384 square feet), which also includes space for the elevator and entrances to the stairway and the card catalog room. The Reserve Room, adjacent to the Circulation Desk, is 12 x 15 feet (180 square feet). This is a crowded room. There is no staff area in the Circulation unit. Operations are carried on in the congested space, and the area is often very noisy.

The Gitelson Room serves as an office for the Research Assistant, and for the print cataloger.

The catalogers' room on the third floor is 24½ x 12 feet (294 square feet). Three catalogers work in this space, and the room is filled to capacity in accommodating staff, permanent reference works and in-process materials.

The major quarters for the staff are on the fourth floor. The total area occupied by the various offices is 80 x 43 feet (3440 square feet). An additional room is used by the Chief Hebraica; it is 10 x 16 feet (160 square feet).

The fourth floor office space does not appear to be particularly congested.

An additional area in the basement, 10 x 17 feet (170 square feet), is used for the storage of materials.

Total Space

Total floor space approximately 23,984 square feet) devoted to library usage is as follows: for readers, 3372 square feet; for books, 17,012 square feet; and for staff, 3600 square feet. Additional wall shelving in various offices is not included in this total as a separate item.

It would not be fruitful to compare the amount of space occupied by the Library with that occupied by other libraries in educational institutions. There are any number of such institutions having libraries with minimal research responsibilities and with small collections, which contain twice as much square footage as does the Seminary Library.

The Library's major space and building problems may be summarized as follows: (1) loss of time because of the separation of units that should work together, (2) congested quarters for the Circulation Department, (3) no space for catalog growth, photographic services, or for typing by readers, and (4) lack of reading space in the stacks for special purposes. Intensive study of these problems has not brought up any practical suggestions for improvement within the present area. The catalogers might possibly be brought to the second floor, but there would be no space for them other than in the Kaplan Library or in the room now used for the storage of the Gitelson books. The use of these locations as a catalogers' office would require the catalogers to walk through the Main Reading Room every time they wanted to use the card catalog. It would cause serious difficulties with regard to other services as well. The enlargement of the Circulation Desk cannot be made without removing the card catalog. The card catalog itself, as has been pointed out, will not be large enough to absorb the cards resulting from the full cataloging of the collections. Reading space in the stacks will be possible only if appropriate stack sections are removed. Implementing these storage measures do not add up to much in the way of improvement. The plans of the Seminary to add another wing to the buildings on 122nd Street should be examined in the light of the needs of the Library during the next fifty years.

A possible solution is to acquire additional property for the construction of a new library building. This is not an incautious suggestion. Such a building would, in the long run, give the Seminary the basis for an effective library service which is difficult to provide at the present time, and which will become increasingly so in the future.

The new quarters should be planned for modern library work: architectural effects should not be included if they interfered with convenience of arrangement, cognizance should be taken of the probabilities and possibilities of growth, economic administration should be emphasized, rooms for public use should be so arranged as to allow comprehensive supervision with the fewest possible attendants, and the facilities should be planned so that the readers would be placed near the books they need and use. On none of these points can the present quarters be considered satisfactory.

It would be economically unfeasible to remodel and enlarge them to the extent necessary to gain a functional plant; the physical conditions do not lend themselves to economical remodeling.

Since this proposal is one which will require considerable study by the administration, it cannot be outlined in detail here. Discussions with faculty members and Library personnel indicated that the matter should be placed before the Seminary administration, so that it might be evaluated in the future planning of space for the institution as a whole. Undoubtedly the present area occupied by the Library could be adapted for other Seminary activities without too much alteration.

It should be pointed out and re-emphasized that the Library of the Jewish Theological Seminary is a unique international institution. As such, it should be given the fullest support necessary to make it most useful to current students, faculty members, and researchers in general. As such, it should be protected and cared for in a way that befits a unique collection of this type. The needs of other units of the Seminary for proper quarters have been recognized, and there is no intention of underestimating these requirements. However, in academic institutions it has become necessary to re-evaluate building plans in relation to library growth and functions. At Columbia University, in a recent survey of the libraries, it was found that new library quarters were needed by Barnard College (now in the progress of being built), by the Law School (now being excavated), and the Business, Engineering, Medical and Music units. Plans for some of these have already been drawn. The point that is being made here is that although these collections are vital to the educational and research growth of the Columbia units, they do not in general represent the irreplaceable nature of the special materials now in the Seminary Library collected over the years by ingenious librarians and bibliophiles. The problem here, therefore, is even more acute, and immediate action is imperative.

How the Seminary administration may wish to resolve this problem undoubtedly will be related to the total physical needs of the institution. The consultant, however, would be remiss if he did not express an honest opinion about the inadequacy and inefficiency of the present quarters. The situation can be only worsened if there is the slightest expansion in the Seminary programs.

EQUIPMENT

One of the major problems of the Library is the congestion at the Circulation Desk. It is not possible under present conditions for the staff to work conveniently at the Desk, which contains obsolete equipment for the maintenance of records. Even if no alterations are made in the quarters, programs proposed by the Librarian with regard to a new, modern desk and efficient circulation procedures are supported by the consultant. There is much waste of time at present in the handling of circulation transactions.

Other pieces of equipment indicated by the staff as being obsolete involve (a) the Main Reading Room, (b) the card catalog room, and (c) the catalogers' room. The noisiness of the Main Reading Room, derived mainly from the old-fashioned chairs and tables now being used there, was severely criticized by staff and readers. If the present equipment might possibly be used elsewhere in the Seminary, it is recommended that the Reading Room be refurnished with functional chairs and tables. These should reduce noise, as well as increase seating space and contribute to the comfort of the clientele. The consultant hesitates to suggest that perhaps new quarters may not be possible in the near future, but if this proves to be true, then soundproofing of the floors in the Main Reading Room should be provided.

The card catalog cabinets, metal in form, are obsolete and inefficient. They are clumsy to handle, need considerable repair, and in the long run will require replacement. New, modern, wooden cabinets should be considered as replacements as soon as budgetary resources permit.

The cataloging unit is in need of a modern, noiseless electric typewriter for more efficient stencilling, a modern mimeograph or multilith for reproduction of cards, and more efficient book-trucks. In the program of recataloging and reclassification, these pieces of equipment are essential.

If restricted access to the stacks is permitted in the future--and this should be a goal of inproved service--attention must be given to both lighting and ventilation. The lighting of the Library as a whole has been criticized by various staff members, as well as by students and faculty members. Air-conditioning is necessary for the Manuscript Room and Rare Book Room. Allocation of space in the stacks for readers will require the removal of some shelving.

SUMMARY

In a study of this type many specific recommendations are usually made with respect to the quarters. As indicated above, much time was spent in seeking a plan of alteration so that more efficient relationships could be established and better reading and working conditions could be evolved; but the vertical construction of the plant makes it difficult, if not impossible, to achieve substantial improvements. The basic recommendation, therefore, is that the Seminary administration give serious attention to the possibility of new library quarters in the near future, and that present library quarters be used for other Seminary purposes in the expanding program of the institution. In the long run, this will result in economies and improved service to the Seminary. It may be worth considering whether a new Library could be built in conjunction with another structure projected by the Seminary.

Specific recommendations, set down in recognition of the possibility that such a new building might not materialize immediately, include the following:

1. Refurnishing the Main Reading Room with new chairs and tables.

2. Relighting various parts of the building having inadequate illumination.

3. Air-conditioning as many parts of the Library as possible, with special attention to the Manuscript and Rare Book Room, and the stacks.

4. Soundproofing the Main Reading Room.

5. Modernizing the Circulation Desk and its records.

6. Providing some reading or consulting space in the stacks.

7. Providing new equipment for the catalog and for the cataloging operations.

CHAPTER EIGHT

TECHNICAL SERVICES

In the operation of libraries, a group of activities is designed to assemble, record, and preserve the books and other materials needed for furthering the work of the particular clientele. These services are known as the technical services, and generally include acquisitions work, cataloging, classification, binding and other methods of conservation, and photographic reproduction. It is the purpose of this chapter to consider these services in the Seminary Library. They represent areas of critical concern for current service and for the future effectiveness of the Library.

SELECTION OF MATERIALS

Book selection is regarded ordinarily as a function in which members of the faculty of an academic institution participate freely. As experts in their special fields, faculty members are in a strategic position to provide direct guidance in building up the collections. Library staff members are usually able to develop the reference collections of the institution, and to acquire those materials which are not within the specific limits of the particular faculty members' fields. They also are on the alert to fill in gaps in the collections-- in periodical runs, missing items, and areas in which there is general interest. They have a responsibility for coordinating the selection activities of the faculty members, and for such activities as preventing unintentional duplication, procuring quickly materials needed for class work, making contacts for gifts, and establishing exchanges.

In the Seminary Library, faculty members are requested each year to participate in the book selection procedures, and some of them are active in this respect. However, most of the initiating of orders for books and other items come from the Librarian with additional recommendations from the Chief of Hebraica. Two selected books dealers systematically send in items on approval. Since they are acquainted with the collecting policies of the Library, generally the items are those which the Seminary would have ordered.

ACQUISITIONAL POLICY

The acquisitional policy of the Seminary Library has not been definitely formulated. The former librarian, Dr. Gerson D. Cohen, prepared a memorandum in March 1955, entitled "The Book-Buying Procedures in the Seminary Library." He wrote: "The following statement of the book-buying policy of the Seminary Library is not meant as an official statement of policy, either of the past or present; nor is it intended to serve as a guide for the future, for there never has been any official book-buying policy adopted by the Library." The following paragraphs, however, use information from this memorandum, since the facts of acquisition and buying fit the statement at several points.

The "acquisition policy" of the Library for Rabbinical School needs has been established on a more or less formal basis of coverage: the approach is toward comprehensiveness in those areas in which seminars are offered in the curriculum, e.g. American Jewish history, Bible, Codes, history, Jewish philosophy, medieval Hebrew literature, and Talmud. In such fields as education, modern Hebrew Literature, homilectics, pastoral psychiatry, philosophy of religion, practical theology, and speech, it has been necessary to acquire materials for courses. In the Teachers Institute major emphasis has been on education as well as on the Bible, language, literature, history, and ethics. In the Cantors Institute, one finds emphasis on music and liturgy. Thus there is a wide variety of subjects, and the Librarian and his staff are faced constantly with decisions that have to be made in selecting from a large body of literature with only limited funds available. The acquisition policy has been understood, for example, to exclude certain materials as indicated below.

As a theological library, efforts have been made to collect exhaustively in the fields of the Bible, Talmud, Rabbinics, Jewish law, liturgy, philosophy, history and bibliography. Since the Seminary is adjacent to the Union Theological Seminary and Columbia University, and is within a short distance of the New York Public Library, no effort has been made to cover extensively all fields of Orientalia, such as Akkadian, Arabic, Ethiopic, Coptic, and Syriac, even though reference to such fields is needed by Bible scholars. It has been understood, at least informally, that other libraries expect the Seminary to maintain complete holdings of the specifically Hebraic materials in Bible and in Orientalia. The Library has sought to acquire everything written in Hebrew on any aspect of the subjects noted above, whether in ancient, medieval, or modern times. Although the Seminary does not collect journals of Egyptological or cuneiform studies, which are useful to Bible scholars, these are available at the other libraries.

Along the same lines, faculty and students at the Union Theological Seminary and Columbia University have available to them at the Jewish Theological Seminary major works of reference in Hebrew e.g., the general _Encyclopedia Hebraica_ and the _Encyclopedia Mikrait_.

No attempt has been made to be complete in the area of the history of the development of the Christian Church, since it was considered possible to obtain such materials at the other nearby libraries. In these fields, only titles indispensable for the Seminary faculty have been acquired. This same policy extends to Greek and Latin classics which are essential for Talmudic research.

In the field of modern Jewish history, the Library has not emphasized in its policy the acquisition of organizational materials or periodicals dealing with Jewish social work and activities, except when they appeared in the form of books that are necessary for a basic working collection. These areas of research are covered by the libraries of the American Jewish Committee, the New York Psychiatric Institute, and others. The Library does not collect the daily current Yiddish press, since this field is covered adequately by the Yiddish Scientific Institute and the New York Public Library, which have better facilities for preserving and microfilming these bulky and perishable materials. Due to lack of space and to the presence of readily available facilities elsewhere in New York, the Library has not systematically acquired modern Israeli newspapers. The Library systematically acquires material in all languages relating to Jewish life under the Nazi regime, Jewish books printed in Soviet Russia and satellite countries, and Jewish life under the Soviet regime.

A striking item in the special acquisition policy of the Seminary is the collection of Passover Haggadahs of which 2,000 different editions have been collected, and of old liturgies. In bibliographical research, the title-pages of such works are of extreme importance in providing information as to where Jews lived and where and when they printed books.

In general, the manuscripts division of the Library is patterned after the main body of the collection. Modern archives are welcomed, but the Library does not follow an active acquisition policy in collecting them. The American-Jewish Historical Society, the Yiddish Scientific Institute, the American-Jewish Archives in Cincinnati, and the Library of Congress have been more active in acquiring these materials. On the other hand, a positive program of acquisition is maintained by the Library in gathering manuscripts of the Hebrew Bible, Talmud, Rabbinics, Jewish philosophy, mysticism, and medieval Jewish poetry and pre-modern Jewish history. The Library has a particularly rich collection of 18th and 19th century documents relating to Franco-Jewish affairs.

The acquisitional policy is determined to some extent by the nature of special accessions. For example, in 1931, when Mr. Mortimer Schiff presented to the Library the entire Israel Solomons collection of books and prints, the Seminary became one of the outstanding centers of research in Anglo-Jewish and pre-modern European Jewish history. At present, when budget allocations permit, the Library seeks to complete these holdings by purchasing new Judenordnungen, polemical pamphlets, and political tracts. Although the collection of prints is one of the finest in the world, the Library has not taken the responsibility of deliberately assigning budgetary allotments to acquire these materials. One aspect of Jewish art--the area of illuminated manuscripts--is collected assiduously. The Seminary collections of illuminated marriage contracts and Megillot (Esther scrolls) are among the finest in the world.

ALLOCATION OF FUNDS

The allocation of funds for the books, periodicals, and other materials is a responsibility of the Librarian. If a Faculty Library Committee is appointed, it is likely that the Committee will advise with the Librarian on disposition of available funds for purchases in various subject areas.

ORDER WORK

The order operations of the Library are centered in the Librarian's office, with the Administrative Assistant, the Sécretary, and the Accessioner participating most prominently in the work. Requests from faculty members for books are processed as quickly as possible. As indicated earlier, the book dealers who furnish many of the titles to the Library are alert to the needs of the Seminary. Book dealers from all over the world are called upon to supply individual items advertised in catalogs or announcements. The output of various Jewish publishing firms in the United States and abroad is examined by the Librarian and members of the staff.

The purchases are made on sheet order forms. A mimeographed order slip is the basis for the preparation of the orders. Since there are available from the supply houses multiple forms which are used commonly in libraries for this type of work, it was natural to consider the applicability of these forms to Seminary procedures. Since it is expected there will be in the future more coordination between the acquisition work and the cataloging, the use of multiple-copy forms would provide an opportunity for typing economy and other advantages in record keeping. The cost of multiple-copy forms is approximately $35 annually. When taking into account the costs of paper, multiple typings and mimeographing involved in the existing procedure, the use of the forms should result in considerable savings. It is recommended that these forms be used on a trial basis.

Preliminary checking of dealers' catalogs is done for selection purposes by the Administrative Assistant. Final selection is the decision of the Librarian. Designated items are then checked against the card catalogs and outstanding order files by students assigned on scholarship funds. This has been a slow and inadequate procedure in handling the work, and frequently checking is delayed sufficiently long to defeat efforts to obtain the books. Checking in of books received on approval presents a similar problem of delay. In the chapter on Personnel, it has been recommended that this task be assigned as one of the duties of a new, full-time staff member.

GIFTS AND EXCHANGES

The gift work of the library is handled through the Librarian's office, with the Administrative Assistant active in the operations. The Library acquires a considerable number of gifts annually; gifts of books and other library materials are usually received directly, while gift of money are usually acquired through the office of the Coordinator of Field Activities. The Library's exchange program is limited at present, and is carried on by the Business Office. The Seminary has a moderate publishing program providing materials which serve as a basis for exchange. It is suggested that the Library could establish a more systematic exchange program if it had control of the materials. Duplicates also represent a source for furtherance of the exchange program.

THE CATALOGS

The collection of materials in a Library is only as good as its accessibility to the users. In the history of the Seminary Library the activities of Dr. Marx were directed to the gathering of books, manuscripts, and other materials from all over the world. In the building of the collections, the Seminary Library has been successful in many areas. In its recording and organization of the collections, however, there have been such serious shortcomings that it is not possible for the staff to give the level of service that is essential in an active educational framework.

Present situation.-- The catalogs of the Seminary Library follow the breakdown of the collections. There are two main divisions: the Judaica and the Hebraica. The Judaica collection contains all books published in non-Hebrew characters, including materials in the Romance and Teutonic languages, Arabic, Russian, etc. The Hebraica division includes only those works published in Hebrew characters, such as Hebrew, Yiddish, Judeo-Arabic, and Ladino.

The Judaica catalog is of dictionary form, and consists of 203 trays. Some of these trays are rather full, and one would estimate that there are about 250,000 cards in the files, including author, title, and subject entries. The cards themselves are in a variety of forms, an indication of the different approaches made by several catalogers through the years. Newer cards follow the form of standard cataloging, but the bulk of the entries present a miscellany of form of entry and description of titles. Many of the subject entries are hand written.

Subject headings

A local list of subject headings is used. There are many inconsistencies in the headings; they are not up to date, and they are not based upon standard procedures. At the present time an authority file of subject entries is being prepared on cards. This will permit a complete revision. The Librarian at present checks all new headings proposed by the Judaica cataloger, but unless there is a basic policy with respect to the list and the nature of the headings, the situation can only become worse.

The Hebraica catalog has separate parts for authors, titles, and subjects, each alphabetically arranged, although the subject catalog is organized on the basis of English translations of broad subject headings rather than in Hebrew itself. Hebraica items are listed under their exact titles, disregarding the definite article. Editions of the Bible, Prayerbooks, and the Talmud are arranged chronologically under the broad headings Tanach, Siddur, and Talmud. Individual titles under the author's names are arranged alphabetically according to their Hebrew spelling. There are 15 trays of author cards. Author cards for books being received currently are entered in Hebrew letters as well in a second author's catalog. For a period of several years, printed cards for Hebrew books prepared by the Jewish Division of the New York Public Library were used in the author catalog.

The subject catalog for Hebraica books is inadequate and very incomplete. Cards have not been added for the last fifteen years. What is available is in 90 trays, but many of the trays have only a few cards. Obviously, one of the great needs in the organization of control of the collections is a complete overhauling of the existing subject entries and an analysis of the materials which have not yet been cataloged.

Some form groupings of materials in the subject catalog have special usefulness for students and faculty members. These include Bible commentaries, divided according to the books of the Bible; Talmud commentaries, subdivided into tractates; Responsa, arranged according to their titles, and Periodicals.

Cataloging Work

The work of the catalogers is distributed among two Hebraica catalogers and one cataloger of Judaica. There have been no serious difficulties arising from this arrangement. Checking of the Hebrew cataloging is done by the Chief of Hebraica. The Librarian oversees the cataloging of Judaica. There is no clerical staff for cataloging, but there is assistance in preparing the new acquisitions list (from the secretary of the Library), and in filing, although there is no regularly budgeted sum for the latter.

It would appear to the consultant, particularly in view of the great need for reorganization of the records and the classification system, that a formal Cataloging Department should be established. The head of this department would not only direct the reclassification and recataloging, but would work out the details of operating the Department on a firm basis in the future. The head would be in a position to plan for the many projects in organization of materials which face the Library during the next decade. Attention to the personnel implications of this recommendation is given in the chapter dealing with Personnel.

At the present time, the Catalogers follow standard cataloging rules in connection with the Judaica. Greater variations have occurred in the cataloging of Hebraica. The need for the development of staff manuals to guide staff and others about the work of the Library is particularly true in the case of cataloging. Descriptive cataloging rules of the Library of Congress and rules of entry as established by the American Library Association represent the bases of practice.

RECLASSIFICATION AND RECATALOGING

At the present time the classification of the main collection of the Library is based upon a letter arrangement designed to organize the books into both form and subject groupings. The major headings of the classification, which is based upon the Freidus system of the New York Public Library's Jewish Division, are as follows:

A	Bibliography
B	Reference works
C	Periodicals
D	Philology
E	Bible and general literature dealing with Bible

Ec	Introduction: Bible
Ee	Palestine-- General works
F	Hellenistic literature
G	Christianity
H	Talmud
I	Halakah
K	Midrash
L	Liturgy
M	Religion
N	Philosophy
O	History, biography
P	Sects
Q	Science
R	Belles Lettres
S	Occasional writings in Hebrew
T	Education and pedagogy
U	Organizational reports and directories
Z	Non-Jewish books by Jewish printers

Works in the Steinschneider collection are indicated by the letters "St."

Some might regard the above arrangement as a satisfactory organization of the collection. It has been suggested that the addition of author or book numbers to the notation used with the present classes would be sufficient to arrange the works satisfactorily. On the other hand, several faculty members, as well as members of the Library staff, have indicated that the present schedules have not been followed; or what is truer, have been difficult to follow since they are not systematically arranged.

The consultant believes the present arrangement to be an unsatisfactory classification for the Library. It lacks the system, the detail, the flexibility, the classes necessary for handling materials dealing with development in modern Jewish life, and the non-theological material being collected by the Seminary. It is not an efficient classification for organizing the world's largest collections of their kind in Hebraica and Judaica.

What, then, are the alternative before the Library?

The possibilities are (a) the New York Public Library system in complete form, (b) the Library of Congress classification, (c) a special classification devised for the Seminary, or (d) the Union Theological Seminary Library Classification.

The New York Public Library arrangement has been the basis of the present Seminary classification. It is a local system quite different from that of the Library of Congress or the Union Theological Seminary. There appears, on the basis of comparison, not enough advantages to warrant using it fully at the Seminary.

More serious consideration should be given to the classification of the Library of Congress. As the national library, it has been a leader in classification methods. However, the PJJ schedules for the Semitic Division have not been completed, and it is not known when they will be. Morever, the Seminary Library staff believe that despite the scope of the BM (Judaism) schedules and several sections of PJ (language and literature), they do not meet the special need of the Seminary.

A special classification, devised for the Seminary, is not an impossibility. The implementation of such a proposal would require the assignment of one or more persons for several years to devise an effective instrument. Experience with a number of a libraries which have followed such a procedure has demonstrated that this is a difficult task, entails a continuing responsibility that requires constant interest and experience, and will be subject to many individual changes.

Attention, therefore, has been given to the classification of the Union Theological Seminary, which is not only a theological classification but also contains schedules for other fields as well. Examination of the schedules by various faculty members of the Seminary as well as by the Librarian and other staff members, suggests that with some adaptation this might be a suitable arrangement for the Seminary. The discussions with individuals at Union support this point of view it would seem that the administration might well give serious consideration to this classification as an arrangement suitable for the Library's collections. An advantage, of course, would be the help that would be obtained in reclassifying to a system followed by a neighboring institition, and in exchange of cards. In consultation with various staff members and faculty members who have used the Union classification, it has been found that this arrangement is exceptionally satisfactory. A synopsis of the Union classification is given in Appendix D.

On the basis of the discussions and consideration of the various possibilities, it appears to the consultant that the Union system might be the appropriate one for the Seminary. Such changes that have to be made in it for the Seminary's larger collections of Hebraica and Judaica could be developed by the Library staff in consultation with the faculty members. If there is general agreement with this proposal, it is suggested that the Seminary approve the reclassification and have the proper modification made as soon as possible.

It is imperative that a shift to a systematic classification be made at once since the present conditions are chaotic and are daily growing worse. The reorganization would make it possible not only to arrange the collections systematically, but would allow for other major activities, such as (a) recataloging by modern methods, (b) preparing a shelf list now lacking (c) making inventories of the collections, (d) weeding obsolete or unnecessary materials, and (e) sorting out materials which need binding.

The cost of reclassification and recataloging is a formidable charge for the Seminary. It is estimated that to reclassify and recatalog the collection of 200,000 volumes (approximately 150,000 titles) a minimum of $300,000 will be required. This does not include the manuscript collection, for which a minimum of $50,000 will be needed; an additional $10,000 is required for the reorganization of other materials such as archives, prints and photographs.

A minimal amount of past cataloging work can be salvaged in the recataloging project. It is difficult to estimate the extent to which this can be done, since much depends on the modification which will be introduced. The Hebraica cataloging will need a rigorous revision of past work, Judaica cataloging somewhat less so.

BINDING AND PRESERVATION OF MATERIALS

Just as vital as the recataloging and reclassification of the collections is their preservations. An estimated 50,000 printed volumes need rebinding or repair. At a unit cost of $3.75 it will require approximately $187,000 to bind these volumes. In addition, approximately 75 per cent of the manuscripts and rare books require immediate repair, rebinding or slipcases. No allocation has been made for this work which has been done in the past on a piecemeal basis, mainly as a result of donations collected from time to time through the efforts of the Coordinator of Field Activities.

Owing to the expanded use in recent years of the manuscript and rare book collections, with the corresponding accelerated wear and tear on the materials, and the absence of any control of temperature and humidity in the rooms housing the collections, this problem is bound to become increasingly acute.

The task of preserving the Genizah leaves is one which requires urgent attention. Since lamination is subject to question, other means should be introduced. Replacing the interleaves with rag-page sheets, and air-conditioning, as well as reproduction on film of certain items, appear to be proper steps for the control of these materials. Proper preservation methods applied to the manuscript collection will bring the total needed for binding to $200,000; an additional $20,000 is needed for microfilming the manuscript and Genizah collections, and $20,000 for microfilming the disintegrating newspapers.

Current binding procedures have been carried out through the office of the Administrative Assistant. Since the budget for binding now is relatively small, under present arrangements this is possibly satisfactory. If the necessary fund is obtained for back binding, it would be desirable to set up a separate unit within the cataloging department to handle this operation. This would be particularly useful during the recataloging project. Unit cost per volume at the commercial binder now used is approximately $3.75. Two additional persons perform repair and restoration tasks. A serious disadvantage in the use of commercial binders is that books being bound must be removed from circulation and use for at least three months. The Library staff, including the catalogers, also place approximately 150 items annually in commercially-made pamphlet binders.

The small budget for bookbinding is totally incommensurate with the magnitude of the binding problem. However the necessary increase in this budget would put a considerable strain on the existing staff in preparation, secretarial and administrative services. Accordingly, it is recommended that urgent consideration be given to the installation of a small bindery on the premises. Apart from the initial investment in machinery it is estimated that the services of a competent bookbinder could be obtained for about $4,500 annually, with an additional $500 allotted for materials. Thus, it is estimated that for an annual expenditure of $5,000, or an increase of $3,500 in the present budget, approximately 1500 books could be bound annually. This would not only eliminate expensive paper work, but would also permit immediate access at all times to the books being bound.

In May, 1959, the heads of the Binding and the Manuscript Departments of the New York Public Library were invited to inspect the Library's manuscript and rare book collections. They recommended suspending the process of lamination as its effects are uncertain; using 100 per cent bond rag paper to interleave the Genizah sheets; installing a binder on the premises. In addition, their observations included the following:

1. Too much sunlight is entering through the windows of the Manuscript Room and measures must be taken to protect the room from the sun's rays.

2. The most important and most immediate task is to control the temperature and humidity of the Manuscript Room in order to prevent further deterioration.

PHOTOGRAPHIC REPRODUCTION

The extensive reproduction of Hebrew materials in foreign libraries has led to the development of a fairly large collection of microfilms in the Library. Citations are being made in published catalogs indicating the Seminary's holdings. It is planned that cards eventually will be placed in the catalogs. These materials also require special care--temperature and humidity control--if they are not to become brittle and deteriorate. Photographic reproduction of materials has been done for the Library by outside agencies, such as the New York Public Library, the American Jewish Periodical Center at Hebrew Union College in Cincinnati and foreign libraries. The use of outside agencies for photographic work appears to be a reasonable procedure, and one would be reluctant to suggest that the Library set up its own apparatus. The Library cooperated freely with individuals and other libraries in allowing materials in the Seminary to be photographed. This work is done largely by the New York Public Library, because of the great care that must be given to prevent damage to the materials. Items which do not require special handling are filmed through commercial agencies. Much clerical work and use of messenger service are involved in these orders.

The suggestion has been made that perhaps service could be obtained at the Columbia University Libraries Photographic Service. Unless there are serious reasons against this in terms of speed or cost, this source should be reexamined as a possibility. The establishment of a laboratory at the Seminary is a possibility, but this is a relatively expensive operation and perhaps is neither practical nor feasible.

SUMMARY

With respect to the technical services, the following recommendations may be made:

1. That an acquisitional policy of the Library for various fields of interest be worked out in connection with an active procurement program. There are observations of gaps (see chapter on Resources) which will create additional difficulties in the future.

2. That the Library Committee of the Faculty advise in the allocation of book funds when they are increased to cover specific areas.

3. That sufficient clerical staff be provided for searching and checking in connection with orders to relieve the Administrative Assistant of such work.

4. That multiple-copy forms be used as an economy measure in acquisitions work.

5. That exchanges be turned over to the Library by the Business Office.

6. That a Cataloging Department be established.

7. That as a general policy all holdings of the Seminary--books, pamphlets, films, music, manuscripts--be revealed in the Library's catalogs.

8. That the collections be recataloged according to rules based on those of the American Library Association and the Library of Congress; Library of Congress cards should be used whenever possible.

9. That the collections be reclassified according to the system of the Union Theological Seminary, with proper modifications for the Library's special holdings.

10. That proper records for the Library (e.g. shelf list, authority file, etc.) be made during the reclassification, and that weeding, binding and other activities be made part of the classification project.

11. That approximately $350,000 be allotted for the reclassification over a ten-year period.

12. That approximately $50,000 be allotted for cataloging the manuscripts.

13. That approximately $200,000 be allotted for the binding of books which need immediate attention.

14. That a local bindery be established on the premises.

15. That an additional $40,000 be allotted for microfilming the manuscript collection and the disintegrating newspapers.

16. That the possibility of using the Columbia University Libraries Photographic Service for film work be reexamined.

17. That serious attention be given to the care of microreproductions, through proper humidity and temperature control. (This is discussed in the chapter on Quarters and Equipment.)

CHAPTER NINE

ADMINISTRATION AND PERSONNEL

ADMINISTRATION

At the present time, the Library staff of the Seminary consists of nine "professional" members (plus one part-time) appointed on an annual basis, and five "clerical" staff members who are appointed on a weekly basis. The present administrative organization of the staff is shown in Figure 1.

The chart reveals the relationship of the Librarian to the administration of the Seminary. The Librarian is appointed by the Chancellor, but is also responsible to the Vice-Chancellor. There exists a standing Committee on the library of the Board of Overseers, and there is also a Board of Directors of the Library. The actual place of the Library in the administrative organization of the Seminary has been discussed earlier. The operation of the Library is in the hands of the Librarian, and the Committee and the Board are advisory in nature. The report of the Librarian is addressed to the Board of Overseers.

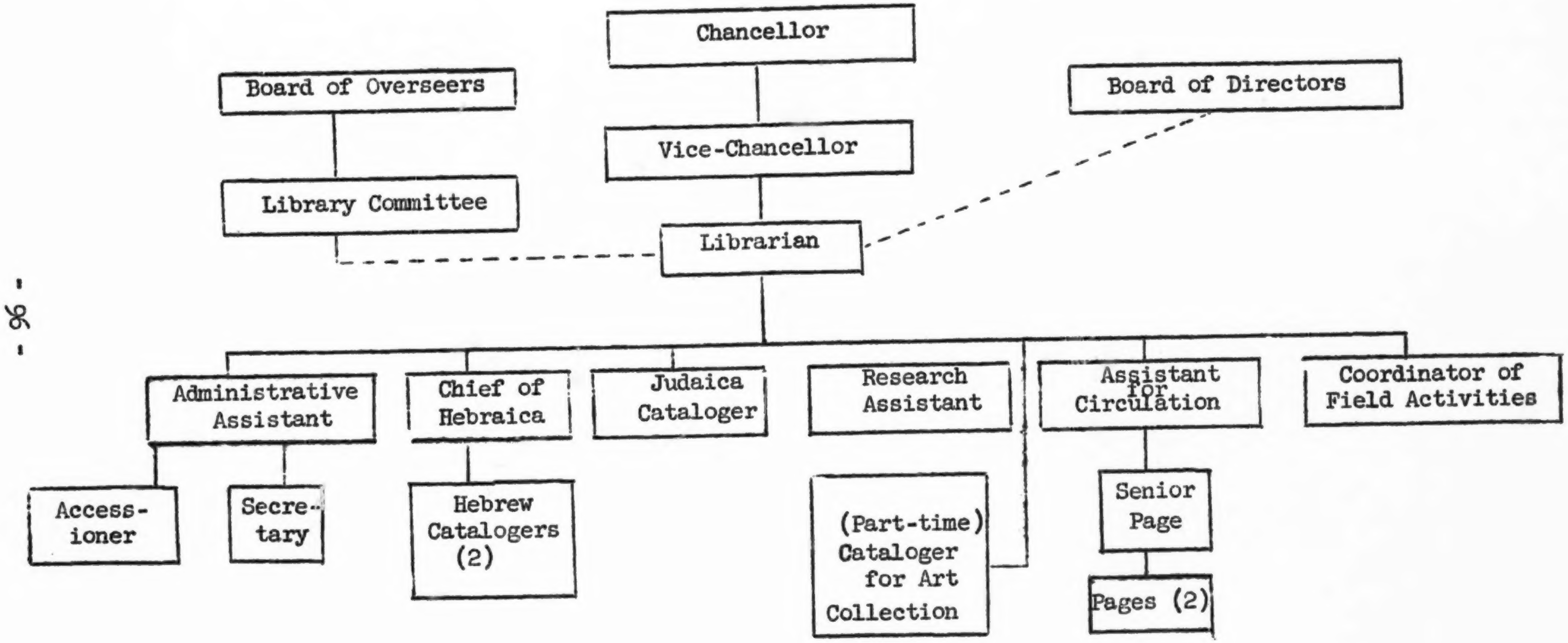
Although the library staff is small, as compared to that of many other academic institutions, all aspect of the average library management situation are present and require consideration in an overall review of the problems of the library. The personnel of the Library, in interviews with the consultant, have indicated that their assignments have been worked out substantially on a practical basis in relation to the needs for service and the particular abilities of the individuals. In a later section, attention is given to suggestions raised by members of the staff regarding these individual assignments.

Communication between the Librarian and members of the staff is achieved through face-to-face directions or

Fig. 1

JEWISH THEOLOGICAL SEMINARY OF AMERICA
LIBRARY

Organization Chart 1959


Chancellor
Board of Overseers
Board of Directors
Vice-Chancellor
Library Committee
Librarian
Administrative Assistant
Chief of Hebraica
Judaica Cataloger
Research Assistant
Assistant for Circulation
Coordinator of Field Activities
Accessioner
Secretary
Hebrew Catalogers (2)
(Part-time) Cataloger for Art Collection
Senior Page
Pages (2)

by memoranda and telephone. Staff meetings are not generally held. There is no evidence that the present practice has impaired the efficiency of Library operations, but as an expanded program for the Library is developed on a long-range basis, it will be desirable to have a more systematic methods of enlisting the participation of the professional staff members in decisions. In the discussion of the personnel, particularly with respect to individual positions, it is useful to enumerate in some detail the background, duties, and responsibilities of the staff members. This is done in the following section. A proposed personnel organization with suggested job descriptions and other matters of personnel administration also are discussed.

PERSONNEL

In Chapter III attention was called to the essentials of an academic library program. Included among the essential factors is a library staff competent through training and experience in professional and subject fields, and adequate in number to perform the tasks required of it in the administration and organization of collections and special services. The staff must be strong in knowledge of bibliography (particularly in Hebraica and Judaica), of library methods, and of subject matter in the various fields of concern to the students and faculty members of the Seminary.

Training and Duties of the Staff Members

Personnel questionnaires were received from six of the nine full-time staff members occupying positions which are usually defined as "professional" in other academic institutions. These included the Administrative Assistant, Circulation Assistant, the Research Assistant, the two Hebraica catalogers, and the Judaica cataloger. Interviews were held with the Librarian, the Chief of Hebraica and the Coordinator of Field Activities, who did not prepare questionnaires, as well as with other staff members, including staff on the clerical level. With regard to educational background, experience and duties, the following information was assembled.

Librarian.-- The Librarian, appointed in September, 1957, has a Master's Degree from the University of London, holds a Minister's Diploma from Jews College, London, and the Ph.D. degree from Dropsie College, Philadelphia. In addition to being Librarian of the Seminary, he is also Assistant Professor of Bible in the Teachers Institute and the Seminary College of Jewish Studies, and also teaches in the School of Judaica of the Rabbinical Department. He is not formally trained in librarianship, but is cognizant of the problems present in the Library of the Seminary.

The Librarian, who teaches the Bible 10 hours weekly, has the responsibility for all aspects of the administration of the library. He selects and directs personnel; he has the major responsibility for book selection, particularly in the purchase and evaluation of manuscripts and rare items; he receives visiting scholars and dignitaries; he checks the work of the Judaica cataloger; he engages in correspondence with scholars and librarians from all over the world; he develops the budget for the library; he carries on negotiations regarding the Ginzberg microfilm collection; he sets policy for the use of collections; and he prepares reports for the Library Committee and the Board of Overseers. The Library is in reality international in scope and services, and the consultant was impressed with the amount of correspondence involving scholarly problems concerning bibliography and the use of source materials in which the Librarian is engaged. One of the major problems facing the Seminary is a clarification of the extent to which the institution is prepared to provide service to the outside public.

Administrative Assistant.-- The Administrative Assistant, on the staff since 1957, is a graduate of Queens College, has the B.H.L. degree from the Seminary College, and the M.S. degree from the School of Library Service, Columbia University. For a year, 1956-57, she was librarian of the Ramaz School, New York.

The Administrative Assistant has a variety of responsibilities which involve administration, technical services, and relations with users. She has charge of ordering, accounts, and various other activities relating to acquisitions; she maintains the interlibrary loan service; she orders microfilms; she carries on the correspondence with bookdealers, libraries, and individuals which can be handled by her office rather than that of the Librarian; she maintains the records for periodicals; she prepares materials for the binder; she maintains records of members and outside users of the Library; and she answers questions on procedure and location arising from the Circulation Department. She is responsible for the Library's dealings with other Seminary departments such as Personnel (clerical staff), Accounting, Purchasing, Shipping and Maintenance, and serves as Secretary to the Library Committee.

Chief of Hebraica.-- The Chief of Hebraica, who holds an honorary doctorate from the Seminary, is in charge of the Hebraica collections of the Library. The position at present is one that may be described as primarily bibliographical, although the incumbent has responsibility for revision of cataloging and classification in the field of Hebraica. He does not do any cataloging himself. He provides scholarly advice on the collections and on editions, translations, titles, and other bibliographical questions. He is called upon to assist in the location of materials. He has been engaged in various writing projects, and at present is preparing a definitive study of Jewish money. He sometimes works with visiting scholars. A bibliography of his works was prepared in 1940 by Mordecai Kosover and Abraham D. Duker, on the completion of 25 years of service to the Library.

Coordinator of Field Activities.-- The position of Coordinator of Field Activities was created during the past year. The Coordinator, after serving for many years as secretary to the late Professor Alexander Marx, former Librarian, was appointed Administrative Secretary and served in that capacity until July 1, 1958. During that period she was charge of exhibitions, loan exhibits, photostat and microfilm orders, interlibrary loan and the print collection. She also assisted with the cataloging of Russian and Polish titles.

The present position is designed to provide a service for the Seminary in the general area of public relations. Since this is a new position it is difficult to assess it at the present time. Current responsibilities of the Coordinator, include concentration on public relations, including lectures to visiting groups and to groups outside of the Seminary, representing the Library at various functions, developing the "message" of the Library, taking responsibility for orders for photographic reproductions and developing of the Friends group. Undoubtedly, the position will be developed more specifically as time goes on, but it is important that the administration consider this a key position in terms of gaining support for the Library from the Jewish laity. A tentative job description has been suggested in the section dealing with the reorganization of the Personnel.

Judaica Cataloger.-- The Judaica cataloger has a Ph.D. degree in linguistics from the University of Vienna, where he also took post-graduate work. He is a graduate of the School of Library Service, Columbia University. He workes for a brief period at the New YOrk Public Library (1940), and was librarian at the Citizen's Housing Council of New York. He has been at the Seminary since 1945.

The work of the Judaica cataloger appears to be one of the more specifically worked out programs, since it involves complete responsibility for a particular group of materials, that is, all publications not in Hebrew characters. Thirty per cent of the time of the cataloger is spent on cataloging these materials and the preparation of stencils; 40 per cent, in the preparation of cards for filing; and 30 per cent, on checking sessions with the Librarian, searching, entering duplicates, working with periodicals, correcting entries in the catalogs, and related activities. An unestimated amount of time is spent on such activities as pasting pamphlets into folders, typing labels, typing subject entries on cards, writing class marksinto books, and making minor book repairs.

Hebraica Catalogers.-- The first of the two Hebraica catalogers, who has been performing the work since November, 1957, has been with the Library since January, 1955. He was educated in Russia, and the Workmen's Circle Teachers' Seminary. He was a candidate of Science of Jewish Literature at the Scientific Research Institute for Jewish Culture, Kiev. He was assistant librarian at the Academy Library of the Institute at Kiev, 1932-35, bibliographer at Yivo Institute for Jewish Research, 1953, and writer of special bio-bliographical works for the Yiddish Lexicon (1954). He has had other experience in journalism and editorial work, and is the author of seven books on literary criticism and bibliography.

He devotes approximately 70 per cent of his time to the cataloging of books and serials. Twenty per cent of his time is spent on checking materials, and 10 per cent on filing cards in the catalogs.

The second Hebrew cataloger has been on the staff since April, 1958. He was educated in Poland, and has a Diploma de la langue française from the Alliance Française, in Paris.

Major activities of the second Hebraica cataloger include: copying Hebraica cards; searching books for the Acquisitions Department and selecting new ones from the duplicate collections; filing Hebraica author cards; typing names of authors in Latin letters on Hebrew cards; arranging alphabetically uncataloged Rabbinic books, filing Hebraica subject cards, and placing Hebraica pamphlets in binders. This breakdown was based on a week's analysis of work, and it should be noted that the load varies in relation to the pressure upon the cataloger.

Research Assistant.-- The Research Assistant, a graduate of Barnard College, has a Master's degree in Semitic languages from Columbia University. Formerly head of the Circulation Desk, she has been in her present position since September, 1958. She is at present studying for her doctorate in Semitic languages.

The responsibilities of the Research Assistant are among the most varied of the personnel of the Library. Although not broken down on a percentage basis, the major duties include: answering research and reference questions which come in the mail; preparing exhibits; performing duties associated with the Manuscript Room (accessioning, locating information and deciphering, paging items because of the lack of a manuscript catalog, and keeping records of borrowers and of manuscripts in use); paging rare books and returning them; sorting, filing, and arranging archives; assisting the Librarian in working with special research questions, such as listing items for the new edition of Incunabula in American Libraries; preparing special reports (releases on new acquisitions, rare items, and exhibits); listing and checking new microfilms as they arrive and keeping microfilm collection in order; and assisting Circulation Desk in locating books, assisting readers with catalog questions and problems of bibliography, answering telephone questions, etc. The Research Assistant also has the responsibility for the care and order of the new Faculty Library in the Chapel (Marx-Ginzberg Memorial Library).

Head of Circulation Desk.-- The Head of the Circulation Desk is a graduate of Brandeis University, and is doing graduate work at Columbia University. For a brief period prior to her present appointment, she was secretary to the Administrative Assistant. She has been in the Library since 1958.

An analysis of her activities during the month of October, 1958, revealed the following distribution: 20 per cent of time, directing pages and stamping books; 15 per cent, locating and organizing reserve books; 15 per cent, locating books for faculty members and arranging their records; 10 per cent, searching for books not found in the stacks; 10 per cent, learning about the job; 10 per cent, locating and dispatching books for interlibrary loan; 5 per cent, answering reference questions, particularly on the telephone; 5 per cent discussing reader problems when books are not located; 5 per cent, recalling books fron professors; and 5 per cent, maintaining statistical records.

In recent months, the Head of Circulation has spent a considerable amount of time in visiting professors' offices in an effort to straighten out records of long standing; in reorganizing the reserve book shelves, assigning numbers to the shelves, and labeling each book; in assigning shelf marks to the books in the Main Reading Room; and in typing a list of authors and titles of the books placed on reserve. It may be noted in passing that the activities of labeling shelves and books would not be necessary if the books were systematically classified and each volume contained its own book number.

Clerical Staff.-- The ChiefPage has a Rabbinic Degree from the Beer Shmuel Yeshivah. Because of the nature of the collections, and the difficulty of locating and shelving materials under the present system of not assigning a definite call number to each volume, he and the other two pages are required to know Hebrew. This is also true in the case of the accessioner and the secretary.

The responsibilities of the position of Chief Page are primarily desk and stack work associated with the circulation of materials. Included are the following: 45 per cent of time spent on circulation desk duties, such as telephone calls, charging of materials, and care of desk during lunch hours; 30 per cent, paging and checking books, assisting in the use of the card catalog, and giving directions concerning the collections; and 25 per cent, clearing circulation file of books returned, filing circulation slips, and supervising the work of the two pages.

The major duties of the pages include locating books and returning them to the stacks, revising the books on the stack shelves, and performing other duties related to the care of the collections, such as arranging books in the Main Reading Room and periodicals in the Kaplan Library.

The accessioner has the responsibilities of entering into the accession record the receipt of materials, assisting in distributing materials to the catalogers, entering periodicals, maintaining Faculty Library accessions, running errands, wrapping packages, and handling the mail.

The secretary to the Administrative Assistant prepares letters, types orders for bookdealers, lists books offered by dealers, types subject heading lists, files correspondence, and generally assists in the activities of the Office.

Linguistic Ability of Staff

One of the major problems in the recruitment of staff is obtaining individuals with linguistic ability in Hebrew, Yiddish, and various other languages. Members of the staff as a whole are able to handle materials in Latin, Ladino, French, German, Greek, Italian, Spanish, Czech, Polish and Russian, as well as in all Semitic languages.

On the basis of information provided it is clear that the staff members as a group are in a position to work with most of the materials in the many languages embraced by the collections. However, it has been emphasized that it is not possible for the most part, within the present salary ranges, to employ individuals who have in addition to language ability, training and experience in library methodology. This has been pointed out as a constant weakness in the recruitment program. This is, of course, only part of the total problem of personnel, since there are other factors which need consideration if a career service in the Library is to be developed, or if major problems of organization and service are to be solved in the future.

Observations on Present Activities of Staff

In questionnaires distributed to the staff members, the opportunity was given to them to raise questions concerning their present activities, or to suggest changes which might be considered in a reorganization of the personnel assignments. In a usual library situation, where less reliance is necessary on linguistics and special knowledge, it would be relatively simple to make suggestions for drastic modifications in assignments. In the light of the knowledge that it has been difficult to recruit individuals, however, sweeping changes should be examined carefully. There are apparent shifts of responsibility, aided by the addition of certain staff members, which might be suggested. These changes are as follows:

1. The reconstruction of the Circulation Desk area on the second floor is imperative. Detailed recommendations will be found elsewhere in this report.

2. The catalogers are not allowed to spend as much time as they should on actual cataloging. They should be relieved of much of their checking, searching, and filing. It is recognized that because of the unusual nature of the catalogs it is not easy to delegate responsibility for filing and searching, but it is expected that if a recataloging and reclassifying project is introduced, this difficulty will be minimized.

3. The Research Assistant should be given an opportunity to develop into a full-time Reference Librarian. An effort should be made to assign to other staff members such activities as caring for the microfilm collection and paging manuscripts and rare books.

4. A serious question should be raised concerning the allocation of a portion of the Librarian's time for teaching. It is understandable that the Seminary should want to take advantage of the competence of the Librarian to give instruction in the Bible, but the variety of duties assigned to him at present suggests that there might be a period when he would devote full time to the Library. This would be especially true if a systematic program of reclassification, recataloging, and reorganization of the personnel is introduced. The advantage of the Librarian's faculty duties is recognized, but the current problems of the Library are so great that the consultant finds it difficult to believe that they will be solved unless the administrator can spend full time at them. If this change cannot be made, it might be suggested that the Administrative Librarian (recommended title) be relieved of responsibility for certain technical service activities so that sufficient time can be devoted

to supervising programs of reorganization of the collections. This change would involve providing additional assistance in the office.

New Positions

From discussions with the Librarian and the Administrative Assistant, and from analysis of the problems facing the Library, it became clear that additional positions will be needed if certain jobs are to be completed, and if changes in the duties of the present staff members are made. These positions, which are fully detailed in the section on proposed organization, are as follows:

1. Administrative Librarian. This position will not entail a new appointment, but rather represents the functions usually performed by the Assistant Librarian. The present non-professional title of Administrative Assistant should be abolished.

2. Chief of Catalog Department. The reclassification and recataloging of the Library, which is a long-term project apart from the general problems of cataloging procedures and techniques, requires the services of a Chief of the Cataloging Department.

3. Manuscript cataloger. One of the obvious shortcomings of the Library is the present inability to locate manuscripts easily. Frequently from one to three hours may be spent on searching for a manuscript. Each manuscript must be numbered and classified. It is imperative that a manuscript cataloger be appointed who would also have the responsibility for locating items in the collection. The starting salary for this new position might well be $5,200.

4. Catalog Assistant. The catalogers require assistance in their work so that they may spend their time on cataloging. The catalog assistant would be responsible for checking books offered against present holdings, filing cards, maintaining the catalog, and assisting in the reading of dealers' catalogs. When the recataloging and reclassification project is introduced, several clerical positions of this kind will be needed.

5. Clerical Assistant to Reference Librarian. If the Seminary is to provide that kind of service to the public which its position in the scholarly world implies, the Reference Department must be properly maintained. It is recommended that a clerical assistant for the Department be appointed.

Proposed Organization

The basic changes reflected are: (1) assignment of an Administrative Librarian with supervisory responsibility of the Office and the Circulation Department; (2) setting up of a formal Reference Department; (3) establishment of a Cataloging Department, under the supervision of a Head Cataloger who would also supervise the recataloging and reclassification project, and (4) provision of proper clerical support for the reference and cataloging units.

Also included in the chart is an advisory Library Committee of the Faculty. In the development of this committee, its duties should be clearly outlined so that there will be no conflict between its responsibilities and those of the Board of Overseers Library Committee and the Board of Directors of the Library. The faculty committee should work closely with the Librarian in (1) formulating a policy in the development of the collections for instruction and research, (2) advising in the allocation of book funds, (3) advising on the policy of reproducing unique materials, (4) collaborating on decisions regarding allocation of library space, (5) advising in respect to problems of organization of collections and development of catalogs, (6) developing a program of service to the various types of users, and (7) advising on cooperative projects with other libraries. The Committee would serve to represent the Faculty with regard to library needs, and to assist the Librarian in interpreting the Library to the constituents of the Seminary. The Faculty Committee can be useful in supporting proposals for increased book and periodical funds and for the introduction of new library services.

POSITIONS IN THE PROPOSED ORGANIZATION

In view of the present distribution of work assignments among the personnel, it is perhaps useful to suggest tentative job descriptions of each member of the proposed staff organization as shown in Figure 2. Salary ranges have been developed on the basis of current data concerning salaries in academic libraries.

Professional Staff

Librarian

Duties: Under the supervision of the Vice-Chancellor, the Librarian is the chief administrative officer of the Library. He is responsible for the arrangement and care of the Library and for the organization of the Library staff; for the purchase of books and other materials, in accordance with the methods approved by the Business Office; for the preparation of the budget of the Library; for the planning of operations and the analysis of problems affecting the Library; for representing the Library in the Seminary and in the outside world; and for reporting to the Board of Overseers on the status and problems of the Library.

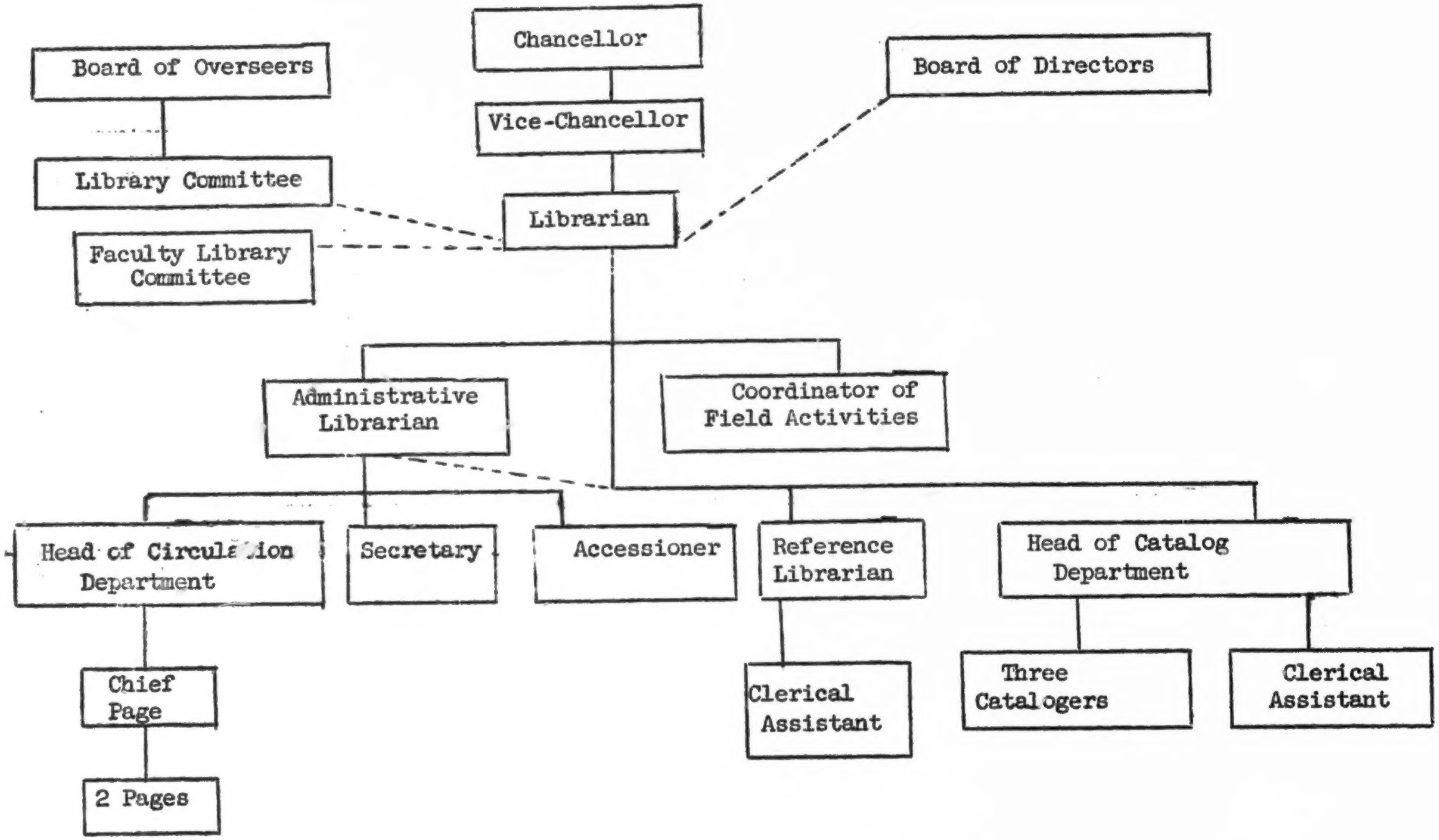
Minimum qualifications: Graduation from a college or university of recognized standing and three years of graduate work or the equivalent in training or experience. Knowledge of Hebrew, Yiddish, and foreign Languages. Thorough acquaintances with all branches of Jewish learning and bibliography.

Experience: Extensive experience of a progressively responsible nature in broad aspects of a research library serving an academic population with knowledge of problems of administration, reference, and bibliography, or the equivalent scholarly and administrative experience; broad experience in public relations, including the presentation in oral and written form of information relating to the policies of the Library.

Fig. 2

JEWISH THEOLOGICAL SEMINARY OF AMERICA
LIBRARY

Proposed Organization Chart 1959


Chancellor
Board of Overseers
Board of Directors
Vice-Chancellor
Library Committee
Librarian
Faculty Library Committee
Administrative Librarian
Coordinator of Field Activities
Head of Circulation Department
Secretary
Accessioner
Reference Librarian
Head of Catalog Department
Chief Page
Clerical Assistant
Three Catalogers
Clerical Assistant
2 Pages

Administrative Librarian

Duties: Under the general direction of the Librarian, with wide latitude for independent judgment and exercise of initiative, serves as Administrative Librarian.

Collaborates with the Librarian in developing and improving the Library's services to the Seminary, and to other recognized individuals and groups; helps to plan long-range programs to fulfill the broad responsibilities of the Seminary Library to scholarship at large; advises the Librarian on policy matters; carries on operations related to the acquisition of library materials; supervises non-administrative personnel; has general responsibility for Circulation Department; handles memberships of non-Seminary clientele; has overall supervision of photoduplication orders; maintains relations with outsiders concerning the library organization; keep library accounts; represents the Librarian during his absence.

Minimum qualifications: Graduation from a college or university of recognized standing, and from an accredited library school. Knowledge of Hebrew and foreign languages.

Experience: Experience of an administrative character in an academic library, with knowledge of problems of an educational institution serving undergraduate and graduate students.

Coordinator of Field Activities

Duties: Under the general direction of the Librarian, with the opportunity to exercise independent judgment and initiative, serves as Coordinator of Field Activities.

Responsibilities include concentration on public relations, lecturing to visiting groups, representing the Library on assignment from the Librarian, developing the Friends of the Library Group, fostering the monetary gift program of the Library, and maintaining active relationships with the Offices of Director of Development, Campaign, and Publicity.

Minimum qualifications: Graduation from a college or university of approved standing, with a preference for training in public relations and seminary activities. Knowledge of Hebrew and foreign languages.

Experience: Preferred training in public relations work; good speaking and writing ability; knowledge of Jewish institutional activities; and demonstrated fund-raising competence.

Chief of the Cataloging Department (New)

Duties: Under the general direction of the Librarian, serves as chief of the Cataloging Department.

Assumes responsibility for planning and coordinating the Library's cataloging program, and for directing the cataloging, classification and preparation of the materials added to the Library's collections; plans and supervises the reclassification and recataloging project; has charge of binding preparation.

Coordinates the procedures and technical decisions related to the descriptive cataloging, subject cataloging, and classification of Hebraica, Judaica, and other materials received by the Library; participates in the cataloging and classification of such materials; supervises the work of the cataloging staff; recommends changes in cataloging policy for consideration and action by the Librarian.

Minimum qualifications:

Education: Graduation from a college or university of recognized standing; graduation from an accredited library school.

Special requirements: A minimum of five years of responsible cataloging experience in a research library with demonstrated experience to plan, organize, and administer the cataloging operation; a thorough knowledge of cataloging rules and classification procedures; a knowledge of Hebrew, Yiddish, and other foreign languages.

Catalogers
Hebraica, Judaica, and Manuscripts (New)

Duties: Under the supervision of the Chief of the Cataloging Department, catalog books, pamphlets, serials, manuscripts, music, or other materials in English, Hebrew, Yiddish or other foreign languages; perform the biographical and bibliographical research necessary to establish forms of names of persons and corporate bodies according to the rules established for the Library catalogs, prepare the entry for duplication by the clerical staff.

Minimum qualifications:

Education: Graduation from a college or university of recognized standing; graduation from an accredited library school, or equivalent training and experience.

Special requirements: Thorough knowledge of cataloging rules and classification procedures; knowledge of Hebrew, Yiddish, and foreign languages appropriate to the performance of duties.

The Manuscript Cataloger, in addition to the above qualifications, must also possess a thorough acquaintance with the entire field of Rabbinic literatue, and a knowledge of Judeo-Arabic, Latin and Greek.

Reference Librarian (New)

Duties: Under the general supervision of the Librarian, serves as Reference Librarian.

Provides reference service to students, faculty members, scholars, and other approved investigators; builds up the reference collection of the Library; assists in the selection of materials for the general collections; exhibits materials for publicity or for public information; has charge of the Print collection, and the Manuscripts collection; prepares bibliography guides for students and faculty members; supervises preparation of printed catalogs of collections; prepares new books lists and bibliographies; preserves Seminary ephemera; provides materials through inter-library loan service, or through photographic reproduction; works with the cataloging staff in the development of appropriate subject headings for the catalogs; instructs users in their consultation of the catalogs and reference sources; provides basis of contact with other collections of use to clientele.

Minimum qualifications:

Education: Graduation from a college or university of recognized standing; graduation from an accredited library school, or equivalent training on an advanced level.

Special requirements: Knowledge of the special reference sources in the fields in which the Seminary provides course work and research programs; knowledge of manuscripts; knowledge of Hebrew, Yiddish, and appropriate foreign languages.

Head of Circulation Department

Duties: Under the general supervision of the Administrative Librarian, serves as Head of the Circulation Department.

Supervises the reading room, Kaplan Library, and the stacks; directs the work of the pages; maintains all records relating to the circulation of books; sends overdue notices; maintains relations with the faculty members in their requests for books and other materials, and maintains Faculty Collection; calls attention to lost books and the need of replacements; keeps records of interlibrary loans; assists users in their work with the catalogs; keeps statistics of circulation.

Minimum qualifications: Graduation from a college or university of recognized standing; graduation from an accredited library school.

Special requirements: Experience in loan work preferred, but equivalent experience in working with people and records acceptable; ability to plan, organize, and administer the lending functions of the Library; knowledge of Hebrew, Yiddish, and appropriate foreign languages.

Clerical

Assistant for Reference Department (New)

Duties: Under the general supervision of the Reference Librarian, serves as Assistant for Reference.

Assists Reference Librarian in providing service to students, faculty members, and other users of Library; helps in developing exhibits; assists in the preparation of booklets, guides, and bibliographies; helps checking microfilm collection; answers reference questions; helps in the instruction of students in the use of the Library; performs other duties relating to the Print and Manuscript collections, the reference collection, and the Faculty Library as required.

Minimum requirements: Graduation from a college or university of recognized standing; knowledge of Hebrew, Yiddish, and other foreign languages.

Chief Page

Duties: Under general supervision of the Head of the Circulation Department, serves as Chief Page.

Assists in the administration of the circulation desk; participates in activities relating to the circulation and return of books; assists in the maintenance of order in the stacks; directs the work of pages; files charge slips; helps trace lost books; takes charge of desk during absence of Head of Circulation.

Minimum requirements: College or university training preferred; knowledge of Hebrew, Yiddish, and other languages prefefred.

Page

Duties: Under the general supervision of the Chief Page, serves as Page.

Pages books from the stacks, and returns them to the shelves; delivers books and other materials to faculty members, and returns such materials to the Library; assists in revising stacks and maintaining shelf order; performs other duties as required.

Minimum requirements: College or university training preferred.

Catalog Assistant (New)

Duties: Under the general supervision of the Chief of the Cataloging Department, serves as Catalog Assistant.

Checks catalogs and books for acquisition and cataloging department; assists in the maintenance of catalogs; types cards; files catalog cards; makes withdrawals; assists in preparing materials for binding; prepares acquisition lists; performs other duties as needed.

Minimum requirements: Graduation from a college or university of accredited standing; knowledge of Hebrew, Yiddish, and appropriate foreign languages.

Secretary

Duties: Under the general supervision of the Administrative Librarian, serves as secretary.

Performs such secretarial activities as are needed by the Librarian and the Administrative Librarian; types correspondence, books orders, and other letters as required; handles postage, deposits, requisitions for supplies and other forms; files correspondence; performs other duties as required.

Minimum requirements: College or university graduation preferred; accurate typing; some knowledge of Hebrew and Yiddish.

Accessioner

Duties: Under the general supervision of the Administrative Librarian, serves as Accessioner.

Enters into the accession record the receipt of materials acquired by the Library; prepares materials for cataloging; assists in the order work of the Library; prepares weekly statement of receipts and bills for payment; makes minor book repairs; places materials in folders; wraps packages and handles shipping; runs errands; performs other duties as required.

Minimum requirements: Academic training equivalent at least to that required for graduation from high school. Knowledge of Hebrew and Yiddish.

Other Factors of Personnel

Discussions with various staff members revealed that there is considerable feeling that the Library and the Library personnel are not regarded with the esteem that these are given in other academic institutions. One would be inclined to conclude that despite the dedication that members of the staff may have for their work for the Seminary, there are justifiable negative attitudes toward their work and the future. It should be observed that several members of the staff could easily obtain positions at higher salaries if they were interested in leaving. It is undoubtedly true that the place of a Library in any particular institution depends to a large degree upon the role it plays in the educational program. As implied in Chapter II, the peculiar nature of the Library, its special historical developmen, and its past inadequate support have combined to place it at a critical stage. If the administration and the faculty of the Seminary are sincere in their desire to see the Library develop into a more important arm of instruction and research, special attention will have to be given to the various aspects of personnel considered below.

Classification of Personnel: The present classification of the Library staff is not easy to understand. Of all the staff members, the only member listed among the faculty is the Librarian. The other members of the staff are included among the administrative or the clerical staff of the Seminary. There is no suggestion at this point that members of the professional staff of the Library who are by training and experience qualified should automatically be classified as faculty members. It should be observed, however, that the requirements of education and scholarship demanded for the positions are similar to those usually sought in faculty members. In general, it may be observed that in many academic institutions, and particularly in those in which the librarians are called upon to work closely with students and faculty members in their courses, faculty rank and status have been bestowed upon professional staff members. One must say that discussions with the staff members indicate that morale is at a low ebb. Faculty rank and status will not necessarily change this attitude, but the measure should be considered as part of a program of reorganization of personnel, particularly with respect to developing a career program for the future.

Union: The secretarial staff of the Seminary, including such staff of the Library, belong to the Office Employes International Union, AFL-CIO Local 153. Librarians in various municipal and some governmental libraries have belonged to unions, but it is not often that members of a library staff in a private institution do. Apparently no serious difficulty has arisen from the presence of the Union, but it should be pointed out that certain specified positions are under union control. Since the union relationship is likely to remain, it is necessary for the administration to work out specifications which are met by the personnel. Employment of the professional staff is done by the Librarian. The Personnel Office, working on the basis of the specifications set forth in the job descriptions, recommends appointments of clerical staff subject to the approval of the Librarian.

Turnover of Staff: The rate of staff turnover is relatively high, as was seen by examining the dates of employment of present personnel. Turnover is expensive in terms of training and orientation, and it is evident that the changes in positions in the Library exceed that average for the Seminary as a whole, which was estimated at 27 per cent annually. This particular problem in a library has been recognized as a grave one; in a special library such as that of the Seminary, its implications are even more serious. The question of a career service is associated closely with this matter of turnover.

Benefits: According to the conditions of the Union, there is a four-week vacation, twelve days sick leave, and twenty days of holidays, of which thirteen are Jewish holy days. The administrative staff of the Seminary have individual memberships in Blue Cross and Blue Shield medical and hospital plans, are entitled to fifteen days sick leave, and are given special leaves for extended illness. All members of the Seminary belong to the Social Security Plan. There is no insurance nor any retirement plan, except for faculty members and the custodial staff.

Since the professional staff members of the Library are not classified as faculty members, they are not under the retirement plan. This is an important issue in any career program, since qualified librarians are likely to gain such a privilege in most positions available in other academic institutions.

It has been pointed out that the 35 hour week of the Seminary, in addition to the early Friday closing, is an attraction for many of the individuals who are likely to accept employment. Many of the staff are interested in the special arrangements for work which are characteristic of a religious institution.

The point has been made that because of the low salaries for clerical staff, there can be little attraction for the personnel to remain for relatively long periods. Of the five clerical staff members, four are newcomers to the staff -- less than a year of service. The high requirements in language suggest that the individuals use the positions for developing themselves for more responsible positions. In the past the Seminary has employed the services for various projects of students who are studying in the Rabbinical School. It may be suggested that perhaps this type of assistance should be re-studied in a more positive way.

Physician's care is available through a doctor in the Morningside Heights housing development. Connections are maintained with St. Luke's Hospital for more serious medical cases.

There are no travel funds for the library staff. With such limited funds now available, it may seem absurd to raise this matter as an issue. However, the advantages that might come to the Library as a result of the Librarian or other members of the staff attending library association or bibliographical society meetings are not to be brushed aside lightly. Latest developments in the organization and control of materials, mechanical equipment, and the reproduction and preservation of materials are discussed and demonstrations provided. It may be possible to obtain needed funds from interested friends of the Library to provide such travel at proper intervals. Two of the staff members belong to the American Library Association; the Library has an institutional membership. The Seminary does not provide funds or give free time for staff to take advanced courses or courses in Library School. The Seminary might well consider giving staff members the time and financial support for taking advanced courses, as in languages, and in the School of Library Service of Columbia University. An in-service training program appears to be one of the most direct ways of recruiting personnel.

Salaries: The present salary of the Librarian is not too far from that paid to Librarians who are not also teachers. It is difficult to compare individuals in library positions, unless all factors are known concerning the contributions made by them. A librarian who also carries a 10 hour teaching load may be at considerable disavantage in terms of salary when compared with other faculty members of the same institution, or as a librarian, when compared to librarians of other institutions.

The salaries of the remaining members of the professional staff range from $6,375. to $3,300. Except for three salaries, all others are less than $4,100 annually. The beginning salary for library school graduates in the New York Public Library system is now $4,550, and may go to $6,450. A person with three years' experience may start at $5,150. The average starting salary for Columbia University School of Library Service graduates last year was $4,520. Many state, municipal, and federal library positions, including library positions in public schools, start at $4,800. or more.

In the January 1959 issue of College and Research Libraries, p.28, it is noted that the average salary for all professional librarians in Group I is $5,460, as compared to a figure of $5,196. a year ago. These are salary figures as of September 1, 1958.

The salaries for the clerical staff range from $2,470. ($47.40 weekly) to $2,808 ($54.00 weekly). Obviously, these are very low, and reflect the basic reason for the difficulty in recruitment and the high rate of turnover. Domestic help in many cases obtain higher salaries, and there are any number of clerical posts which start at $3,000 or more.

The consultant recognized the nature of the Seminary, and the fact that the Library is only one unit among many with the same problem. But the consultant is aware also that if it is to fulfill its responsibilities it must be provided with the proper personnel to do it.

SUMMARY

With respect to the personnel situation, the following recommendations comprise a program which will require development over several years.

1. That with the emergence of the many problems facing the Librarian, serious consideration be given toward making his position a full-time post until the reorganization is completed.

2. That the post of Administrative Librarian be established, instead of the present Administrative Assistant.

3. That the position of Chief of Hebraica be considered a special position which will not be retained upon the retirement of the present incumbent.

4. That the position of Coordinator of Field Activities be developed further within a framework of public relations, and directed toward leadership of an active Friends of the Library group.

5. That the cataloging work of the Library be coordinated under a Head of the Cataloging

Department, who will also have responsibility for a systematic program of binding and preservation.

6. That a Cataloger of Manuscripts be appointed who will be responsible for the cataloging and shelf arrangement of the manuscript collection.

7. That the coordination of various activities of the Library be sought through a rearrangement of responsibilities as suggested in the proposed job descriptions. Undoubtedly, these will need some refinement at a future date.

8. That a reference unit be formally established, with a Reference Librarian and a clerical assistant to man the unit. These staff members should aid in coordinating the educational activities of the Library.

9. That with the development of a professional staff in the future, there be a linking of the staff with the faculty through proper rank and other privileges accorded faculty members.

10. That staff members participate in activities of library organizations, and that some provision be made for certain members to attend library conferences periodically.

11. That in order to recruit and retain a professional staff of a calibre adequate to provide the necessary quality of library services, the salary scale be adjusted to meet the competition of other libraries of the City and the nation. The present low salary scale should be recognized as being highly costly to the Seminary in terms of rapid turnover and minimal efficiency.

12. That a Library Committee of the Faculty (probably of three or five members) be established to serve in an advisory capacity to the Librarian.

13. That the Seminary establish an in-service program of training qualified professional staff members in cooperation with the School of Library Service, Columbia University.

CHAPTER TEN

FINANCIAL ADMINISTRATION

Among the essentials of a library are adequate financial support and competent fiscal management. The purpose of this chapter is to consider (1) the Seminary's library expenditures in relation to selected standards of support, (2) the distribution of the Library's expenditures, (3) the problems of budgeting and allocating of library funds, accounting and reporting of expenditures, and (4) proposals for specific needs of the Library described elsewhere in this report.

Total Expenditures

The Library's expenditures for the period 1947-48 through 1957-58 are shown in Table 5. Expenditures are controlled through the office of the Business Manager. As may be seen from the figures, there has been an increase of about 27 per cent in the total budget from 1947-48 to 1957-58. In 1957-58 the budget of the Seminary was $844,450, excluding non-educational expenditures. The Library budget in 1957-58, a total of $73,152, represented 8.6 per cent of the total budget of the Seminary.

In the examination of a library, it is sometimes possible to estimate support through comparison with other libraries. This is not a profitable approach with respect to the Seminary Library. It might be noted, however, that in the college library standards proposed recently, it was suggested that the library budget represent 7 per cent of the total educational budget. During the year 1957-58, the Seminary spent $132.72 per student (Student enrollment, Table 6). This was much highter than the median of $46.38 in the Group I libraries of the 1957-58 expenditures reported in the January, 1959, issue of College and Research Libraries. The highest figure reported was $262.09 (Harvard University) per student. In general, because of the unique function of the Seminary Library, it is not justifiable to compare its problems of support to those of most other educational institutions.

Table 5

L I B R A R Y

Schedule of Expenditures *

1947-48 through 1957-58

1952-53	1951-52	1950-51	1949-50	1948-49	1947-48
$53,509.04	$48,430.15	$43,726.39	$41,481.37	$42,830.36	$43,058.89
	3,000.00				
1,480.85	710.05	1,976.22	511.10	328.80	743.28
4,197.83	5,472.86	7,316.23	7,107.64	4,378.10	3,574.18
294.84	377.14				
91.38	479.27	137.86	64.49	72.68	435.39
947.80	693.08	610.35	344.75	394.09	648.38
825.51	841.05	558.23	604.72	588.84	31.69
1,027.24	1,084.69	1,084.69			
		748.50			
$62,374.49	$61,088.29	$56,158.47	$50,114.07	$48.592.87	$48,491.81

Table 5

LIBRARY

Schedule of Expenditures *

1947-48 through 1957-58

Expenditures	1957-58	1956-57	1955-56	1954-55	1953-54
Salaries	$50,621.53	$46,207.15	$44,639.48	$43,921.20	$48,072.51
Pensions	3,000.00	3,000.00	3,000.00	3,000.00	5,000.00
Travel	97.01	135.85	91.07	139.56	46.98
Dinners & Meetings	35.75	41.27	16.63	17.00	21.57
Bookbinding	1,445.65	3,267.00	1,262.00	1,400.65	294.50
New Acquisitions	4,386.15	4,245.90	3,699.47	4,690.00	6,627.71
Subscriptions	730.73	523.28	387.22	557.81	288.66
Miscellaneous	3.65	31.34	12.02	3.35	945.81
Laundry	60.46	55.44	17.06	43.75	
Supplies	2,000.41	942.47	542.48	348.40	416.00
Postage	195.95	243.01	163.29	159.27	163.74
Telephone	1,320.54	1,354.54	1,398.93	1,331.11	1,498.95
Equipment	504.50		1,325.81	238.87	
Repairs	41.25	86.07	125.59	45.33	18.45
Shipping	126.53	47.31	12.96	202.23	66.36
Insurance	761.59	764.65	764.64	964.87	1,027.34
Moving Expenses	580.38				
Reproduction Dept.	472.16	51.79	56.15	29.78	21.47
Stenographic Dept.	24.72	159.10			
Maintenance Dept.	276.16	170.77			
Photographic Costs		10.40	3.70	40.90	28.50
Special Events					100.00
Scholarships					
Special Library Funds	6,466.98	3,456.83	7,694.08	3,032.72	189.10
TOTAL	$73,152.10	$64,794.17	$65,212.58	$60,166.80	$64,827.65

* Spaces indicate figures unavailable.

Table 6

STUDENT ENROLLMENT
1947-48 to 1958-59

YEAR	Rabbinical School	Teachers Institute	Seminary College	Preparatory	Cantors Institute	TOTAL
1947-48	74	55	159	36		324
1948-49	75	61	225	23		384
1949-50	83	58	203	33		377
1950-51	92	85	245	56		478
1951-52	107	70	205	70		452
1952-53	111	72	202	90	10	485
1953-54	113	63	202	89	30	497
1954-55	121	76	189	81	26	493
1955-56	122	67	178	78	23	468
1956-57	117	72	185	91	25	490
1957-58	115	84	197	67	23	486
1958-59	126	78	198	85	24	511

The first conclusion that one might draw is that the budget for the Seminary Library has not been adequate. The median budget for a group of libraries attached to institutions with enrollments of 690 students (Median in group of 127 libraries, cf. College and Research Libraries, January, 1959) was $47,555. It should be recognized immediately, however, that the Seminary Library is more than a college library; it is an international library, and its responsibilities extend far beyond its own faculty and student body. In this latter capacity, there can be no comparison with the usual college library, nor really, with the typical university library.

Distribution of Expenditures

Table 5 shows the distribution of expenditures for the Library during a ten-year period. In 1957-58 the salary portion of the budget represented approximately 76 per cent of the total amount available. Books and periodicals accounted for 13 per cent; bookbinding, a little over 2 per cent. The proportion devoted to salaries should be described as somewhat high. Usually, in the post-war period, the salary requirements for academic libraries have been about 65 to 70 per cent of total budget; books, periodicals, and binding, about 25 to 30 per cent; and other needs, about 10 per cent. Some consideration must be given to the relative proportions of the Seminary Library budget. In the period from 1947-48 (when salaries required 84 per cent of the budget) until 1957-58 (76 per cent) there has been some decrease in proportion of salary to total budget (whether deliberately or not is not known). It is axiomatic that when too large a percentage of available funds is expended on salaries as compared to books, periodicals, and binding, the Library has little chance of developing its collections properly. In a situation where funds are not sufficient to begin with, it is difficult, if not impossible, to juggle the amounts.

Reference is made in the chapter on Personnel to the inadequacy of the salary ranges and the understaffing; nevertheless, the ratio of salary expenditures to those for resources and other requirements is abnormally high. This seems to emphasize the unrealistic character of the Library budget.

Allocation of Book Funds

Funds are not apportioned among the various units of the Seminary having instructional or research programs. The total funds for books and periodicals are spent by the Librarian, with specific attention given to course needs as recommended by faculty members. Neither the Library Committee of the Board of Directors, nor the Committee of the Board of Overseers, has any direct responsibility for the allocation of book funds. Various donations and special funds which have produced moneys for the purchase of library materials are also administered by the Librarian. Although total funds for book purchases are relatively small and recognized as insufficient for securing proper materials in various fields, it would appear desirable to have a systematic breakdown of the book budget on an annual basis. In this way it would be possible to formulate a satisfactory pattern for acquiring necessary materials. In so far as funds from special endowments or moneys assigned to the development of certain collections (rare books, manuscripts, and reference works) are involved, there are programs of a sort. However, the unrestricted book funds should be set up in a form which would list by departments the allotments, so that education, music, modern Hebrew literature, and other areas not now being acquired systematically would have assignments of annual funds. No collection is developed economically unless it can have funds for regular purchases as the titles appear. In order to do this work satisfactorily, the Librarian should solicit regularly requests from faculty members. If faculty members do not respond, the Library staff must continue to take the initiative. The proposed Faculty Library Committee should advise with the Librarian on the allotments and the general program of covering areas within the acquisition policy of the Seminary.

Accounting and Reporting

There are no special problems in the present procedures in accounting, which are carried out in the Administrative Office of the Library. Various portions of the budget are assigned code numbers, and charges are made against these items. Invoices are approved by the Librarian and then sent to the Business Manager's office for payment. There is no general bookkeeping system in the Library which maintains a running account of expenditures for particular funds; records are kept of cash donations and charges made against them. Accounts are checked periodically with the Business Office to determine remaining balances. If the suggestion that various subject areas be given concentrated attention is acted upon, it may be advisable to keep an account of expenditures for the several categories.

Unit Costs

In studies of library operations, it is sometimes useful to analyze in detail the routines in order to determine just what is involved and what the Library might expect for its investments in personnel. Analysis of acquisitions work, cataloging, circulation, and other services can reveal units costs in these areas. No effort was made in the present study to examine in detail the various operations in the several services. The present organization of work is such that it would serve no real purpose to do this. The reorganization of work as proposed in the chapter on Personnel is intended to correct some of the obvious deficiencies in present operations. The primary direction is toward providing sufficient professional staff, supported by clerical personnel, so that the work of the Library can be carried forward in an aggressive and enterprising manner in the clearance of arrears and the maintenance of current work. It is more than likely that when the books are properly classified and the collections cataloged, and when sufficient clerical support is given the catalogers, the per unit cost of cataloging a volume in the Library will decrease appreciably.

Specific Needs

In the various sections of this report, attention was called to the needs of the Library in resources, cataloging and classification, binding and preservation, quarters and equipment, and personnel. How much money is necessary to develop the Library and provide a high level of service is indicated at various points. The Seminary administration must determine the extent to which it can provide the funds to lay the basis for the specific improvements that are essential for the future.

Resources

The questionnaire to faculty members requested itemized estimates concerning funds that would be needed in their respective areas if the Library were to be brought up to the level of satisfactory support for instructional and research programs. Data supplied by the faculty were not complete. Indeed, information on gaps in resources is still fragmentary and the work of gathering specific desiderata lists will need to be continued. An overall estimate, however, based on areas which need almost complete development of collections, e.g., education, music, and modern Hebrew, among others, suggests a minimum of $3,000 a year to be added to the budget for books and periodicals. It has been estimated also that a sum of $50,000 to be spent over a five-year period, is required for filling in the gaps in the collections.

Quarters and Equipment

In the chapter on Quarters and Equipment, note is made of the functional deficiencies of the present library plant. It was decided therefore not to develop any program for structural changes in the present quarters. Nor has there been any effort to design a new library. It may be speculated that a new library might cost approximately $2,500,000 if it were to include the various units needed in the Seminary Library of the future.

If there is no chance at all for new quarters, costs for air-conditioning, soundproofing, relighting, modernization of the Circulation Desk, providing some reading space in the stacks, refurnishing, and for new catalog equipment should be included in any estimate of support for the Library. Such costs might well reach $75,000 to $100,000 depending upon the degree to which these services are introduced.

Cataloging and Classification

As indicated in the Chapter on Technical Services one of the major problems of the Library is the cataloging and classifying of the collections. If we can accept a minimum of $2.00 per title in the collection of some 200,000 volumes-- estimated at approximately 150,000 titles - there will be a fund of $300,000 necessary for recataloging and reclassifying. An additional sum of $50,000 is needed for the cataloging of the manuscripts, and $10,000 for the organization of other materials, e.g., prints, broadsheets, archives, photographs, etc. Thus, a total of $350,000 should be acquired over a ten-year period to organize the collections for more efficient use.

Catalog cabinets of a modern type are needed, and the cost of these are included in the item listed under equipment.

Binding and Preservation

An estimated total of $187,500 is needed for the binding of 50,000 items which are in danger of disintegration. Other funds, bringing this figure up to a total of $200,000 will be needed, to take care of manuscripts, Genizah, and special materials. Serious consideration should be given to the possibility of installing a bindery on the premises. It is estimated that local bindery operations could be maintained for an expenditure of $5,000 annually. This would involve an additon of only $3,500 to the current binding budget.

Personnel

New positions in the Library will require an additional sum of $23,700. An additional increase of $3,667 is necessary to bring current salaries up to the recommended minimum levels. The maximum salaries suggested will require an additional $11,912 in increases during the next five years. Thus, a total of $88,900 will be needed to fill personnel needs for the Library.

SUMMARY

The recommendations for financial support may be recapitulated as follows:

1. Although there has been an effort to increase funds for the Library, such factors as inflation and increasing demands upon the Library have reduced the beneficial effects of the relatively small increases during the past ten years.

2. Estimated sums necessary for the immediate future development of the Library's program are as follows:

    (a) Resources: approximately $50,000 for capital investment in back materials; $3,000 for annual increase of budget for books, periodicals, music, and other materials.

    (b) Quarters and Equipment: estimated $85,000 to $100,000 for various renovations (not structural changes); suggested new quarters probably would cost $2,500,000.

    (c) Cataloging and Classification: approximately $300,000 for recataloging and reclassification; $50,000 for cataloging of manuscripts; $10,000 for cataloging of other materials. Total: $360,000.

(d) Binding and Preservation: approximately $200,000 for binding and preservation. Microfilming of disintegrating newspapers and periodicals $20,000; microfilming of manuscript collection and Genizah $20,000. Total of $240,000 capital expenditure. An additional $3,500 to be added to the annual budget for a bindery on the premises.

(e) Personnel: for new positions and increases in salary necessary immediately to employ experienced and trained personnel, approximately $27,367.

(f) Endowment: the library now has no endowment funds to speak of. An endowment fund of $3,000,000 for the Library would insure proper support for the many projects that should be accomplished in the future. Of this amount $250,000 should be set aside for the Manuscript Room.

Without the new building a total of approximately $100,000 in capital expenditures will be required. In addition, the proposed increases in annual budget for resources ($3,000), for personnel ($27,367), and for binding ($3,500) would raise the current operating budget from approximately $73,000 annually to $106,867.

APPENDIX A

THE JEWISH THEOLOGICAL SEMINARY LIBRARY

Faculty Questionnaire

At the request of the Chancellor of the Seminary we are spending some time in studying the Library in order to assist its staff in developing services to meet more fully the needs of the faculty, students, and the various academic departments in carrying out their instructional and research programs.

In such studies, we have found it useful to have statements from individual faculty members on their use of the Library, and their observations on the facilities, services and operations. It would be helpful to the Consultant if you would complete the questionnaire below and return it by June 2, 1958 to Dr. Nahum M. Sarna in the Library.

A. FACULTY USE OF THE LIBRARY

1. With what approximate frequency do you use the Library? (Please check one)

________Daily
________Three times weekly
________Weekly
________Every two weeks
________Monthly
________Less than twice a semester
________Never

2. Are you satisfied with the faculty borrowing regulations in effect?

Yes _____ No_____
If no, please indicate how they may be improved:

____

____

3. Do you use, with any degree of frequency, other libraries in New York (or elsewhere)?

Yes_____ No_____
If yes, please indicate

Libraries Used	Frequency of Use	For What Purposes?
____________	____________	____________
____________	____________	____________
____________	____________	____________

B. INSTRUCTIONAL AND STUDENT USE OF THE LIBRARY

1. Have your students complained of inadequacies in the Library's facilities or services? Yes____ No____ If yes, please specify what these inadequacies were.

____

____

____

2. Are enough copies available for your studies? Yes____ No____ If no, please explain.

____

____

3. Are required materials promptly acquired by the Library? Yes ____ No____ If no, please explain.

____

____

4. Do you find it necessary to lend students materials from your office which are from the Seminary Library? Yes ____ No____ If yes, please explain what kinds of materials are involved, the frequency with which this occurs, and the reason why this is necessary.

____

____

5. Do you feel obliged to restrict assignments or research because of the inadequacies in the collections? Yes____ No____ If yes, please explain as specifically as possible.

____

____

6. Are there any courses or research which you are planning which will involve library

    (a) Resources?

    (b) Facilities?

    (c) Services?

7. Do you anticipate any changes in teaching methods which will involve the Library? Yes____ No_____

C. RESOURCES

1. To what extent do you rely on your personal library rather than on the Seminary Library? (Please check one)

_____greatly
_____considerably
_____moderately
_____scarcely
_____not at all

(a) How many volumes relating to your courses do you have in your home/office library?_____

2. Do you recommend titles for acquisition by the Library? Yes____ No____
If yes, approximately how many annually do you recommend_____

3. Has the Library been able to secure the materials you have requested? Yes____ No____
If no, please explain.

____

____

4. How would you evaluate the Library holdings in your field?

____Excellent ____Good ____Fair ____Poor

5. If there are specific gaps in the collections in your field, please describe these in terms of books, periodicals, and other materials. Use another sheet to list these, and, if possible, suggest the sums of money necessary for adding them.

____

____

____

____

D. SERVICES

1. What improvements are necessary in the card catalog?

____

____

____

2. Are you satisfied with the fact that the collections are not systematically arranged? Yes_____ No_____

3. Do you find the interlibrary loan satisfactory.
Yes_____ No_____
If no, please explain

4. What services not now available in the Library should be provided?

____

____

____

E. PERSONNEL

1. What observations would you make on the qualifications and performance of the Library personnel? To the extent feasible, distinguish between professional librarians and student and other assistants.

____

____

____

2. Do you believe the Library is understaffed at present?
Yes_____ No_____
If yes, please specify in what way.

____

____

____

F. MISCELLANEOUS

1. Do you have any specific suggestions, over and above what is asked for in the above questions for the development of the Library in the following areas:

   a. Quarters

   b. Services

   c. Personnel

   d. Collections

____

____

____

____

Name____________________

Dept.____________________

Date____________________

APPENDIX B

THE JEWISH THEOLOGICAL SEMINARY LIBRARY

Student Questionnaire

It is the purpose of the Jewish Theological Seminary to make the best possible library available for its students. Consequently, as part of the continuing study of the Seminary to study its educational program, the Chancellor has approved a study of the functions, services, facilities, and operation of the Library. Dr. Maurice F. Tauber, Professor of Library Service, Columbia University, has been asked to serve as consultant in a study of the Library.

In examining the present adequacy of the Library, and in planning for the future, your observations, as a student, should be most useful. You can assist the librarians and the Consultant considerably if you will contribute to this study of the Library by answering the questions which follow. You do not need to sign your name, unless you want to, but please answer as many of the questions as possible.

Please return the questionnaire to the Main Desk in the Library.

Name______________________ Year as a student______________
(optional)

Department______________________

1. Do you live on or within easy walking distance of the Seminary campus? Yes_____ No_____

2. How often do you use the Seminary Library? Please check one.

   Once a week ______
   Two times weekly______
   Daily_______
   Other_______
   (Please specify)

3. What other libraries do you use, how frequently, and for what reasons?

Libraries	Daily	Two times Weekly	Once a Week	Other (Specify)	For What Reasons?
__________	___	__________	_____	______	______________
__________	___	__________	_____	______	______________
__________	___	__________	_____	______	______________
__________	___	__________	_____	______	______________

4. For what purposes do you use the Seminary Library? (Please use the number 1 for the most frequent reason, number 2 for the next most frequent, etc.)

______For books on reserve in your courses
______For collateral or background reading in connection with your courses
______For extra-curricular or "outside" reading which is not specifically for your courses
______For preparation of papers or theses
______As a convenient place to study
______Other (please specify)

5. Do you find difficulty in obtaining seating space in the Library? (Check one) Often______ Sometimes______ Never______

6. Are you satisfied with the Library hours?
Yes_____ No_____ If no, please specify why not.

____

7. What difficulties do you have in obtaining books needed for your course work?

_____Too few copies available
_____Titles needed are not in the Library
_____Titles needed are not found when asked for
_____Titles needed are not available (for various reasons: faculty member has it, volume at bindery, etc.)
_____Other (please specify)

8. In your general work at the Seminary, have you found the book collections adequate for your needs?
Yes_____ No_____
If not, please indicate specifically the inadequacies you have observed.

____
____

9. Do you ever borrow books from faculty members?
Yes_____ No_____
If yes, please indicate the kinds of materials borrowed.

____
____

10. Is the personnel of the Library usally able to give you the service and information which you need?
Yes_____ No_____
If no, please indicate in what ways you have had difficulty. (be as specific as possible.)

____

____

____

11. Have you found that the card catalogs have been satisfactory in helping you locate easily the materials you need?
Yes_____ No_____
If not, please indicate what difficulties you have had.

____

____

____

12. Is the loan period of the Library satisfactory?
Yes_____ No_____
If not, please indicate what appears to you unsatisfactory.

____

____

____

13. Please make any suggestions on current library facilities or services which you think would be improvements.

____

____

____

14. Please make any comments on the current library services which seem particularly helpful to you.

____

____

____

____

____

APPENDIX C

THE JEWISH THEOLOGICAL SEMINARY LIBRARY

Personnel Questionnaire

Date ____________

1. Name ____________________
2. Position or title ____________________________
3. Salary ______________
4. Daily schedule ______________________
5. Name of immediate supervisor (person who assigns your work, gives instructions, etc. If more than one, give names and titles).

____

____

6. Statement of duties

List your regular duties first, then your occasional tasks, preceded by a check (√). If additional space is needed, attach a second sheet, but be sure your name appears on it. In the left hand column indicate the percentage of time spent on each task.

% of Time Spent Weekly	Task Performed (be specific)

7. How long have you performed the duties listed above?

____

SUPERVISION:

8. How frequently do you receive assignments and instructions from your supervisor? (If answer to 5 above was more than one supervisor, indicate for each).

____

____

9. In what ways are you allowed to use your initiative on the job?

____

____

10. Is your work revised? (Check items that apply)

____While in progress
____By your supervisor
____Name of revisor ____________________
____Upon completion
____Other department member ____________________

11. Do you supervise other persons in the department?
Yes ____ No ____

If you do, please indicate the number ____

What are their positions? ____________________

____

What is the nature of your supervision? ____________________

____

12. What reports do you personally prepare? ____________________

____

NATURE OF WORK AND PHYSICAL CONDITIONS

13. Nature of work (Check more than one if necessary).

a. Sitting ___ walking ___ standing ___
b. Repetitious ___ monotonous ___ varied ___
c. Routine ___
d. Requiring independent initiative ___

14. Physical conditions (Please check):

a. Heat, humidity, and temperature Satisfied ___ Dissatisfied ___

b. Light Satisfied ___ Dissatisfied ___

c. Safety and occupational hazards (please cite, if any):

____

d. Are physical conditions Agreeable ___ Disagreeable ___

e. Fatigue factors (cite examples):

f. Heavy demands on physical strength, eyesight, endurance (please explain):

g. Work is performed under stress ___ or with comparative ease ___

PERSONAL INFORMATION

15. (a) Sex ___ (b) age ___

16. Education (list information below):

Date	Name of School	Credits or Points	Subject		Diploma or Degree
			Minor	Major	
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___

a. What languages do you use in your work?

___

b. What languages do you read easily? ___
with dictionary ___

c. What languages do you write easily? ___
with dictionary ___

d. Previous experience in similar work (list positions and dates):

___

___

___

17. Professional activity

(a) List library and other associations with which you are affiliated. ___

(b) What writing have you done in library work or other fields? ___

___

(c) Do you do any teaching? If yes, please explain

18. What suggestions do you have for improvement of work:

a. Equipment ______________________________
b. Physical layout __________________________
c. Procedures ______________________________

19. What other commonts do you have on the nature of your position?

a. Your present job __________________________
b. Work that you should do ____________________
c. Work that you should not do _________________
d. Other ____________________________________
____
____
____

APPENDIX D

UNION THEOLOGICAL SEMINARY LIBRARY

Synopsis of the Classification

A. GENERAL REFERENCE BOOKS

AA-AGZ	Bibliography
AJ-AN	Writing, manuscripts, book arts, libraries, journalism, learned societies
AQ-AZ	Encyclopedias, biographical dictionaries, directories, yearbooks, indexes, atlases

B. PHILOLOGY AND LITERATURE

BA-BB	Philology, epigraphy, paleography
BD	Oriental philology
BE-BN	Semitic and related languages
BP	Oriental, Oceanic, African, Hypoborean, and East European languages
BQ	Indo-Germanic, Indo-Aryan languages and literature
BR-BS	Classical languages and literature
BT	Germanic, Scandinavian, Romance, Celtic, Anglo-Saxon and English languages
BU-BV	Literary arts and general literature
BW-BY	Modern European literatures
BZ	English and American literature

C. WHOLE BIBLE (Works on both testaments)

CB	Texts and versions
CD-CE	Dictionaries, concordances, introduction, canon
CF-CG	Criticism, history of versions
CH	Exegesis, commentaries on whole Bible
CL-CR	Geography, archaeology, antiquities
CT-CU	Biography, history, chronology

D. OLD TESTAMENT

DA-DE	Introduction, canon
DF-DG	Criticism
DH	Exegesis, commentaries on entire Old Testament
DK	Pentateuch
DL	Historical books
DM	Poetical books, wisdom literature
DN	Major prophets
DP-DQ	Minor prophets
DW-DY	Biblical and Old Testament theology, religion and ethics

E. OLD TESTAMENT APOCRYPHAL LITERATURE AND JUDAISM

EA-EC	Jewish literature
ED	Apocryphal and Pseudopigraphal literature
EF-EH	Jewish authors
EK-EP	Rabbinical and Talmudic literature
EQ	Halakah, treatises on Jewish law
ER	Jewish liturgy and ritual
ES	Synagogue
EX	Jewish theology, sermons, piety
EY	Jewish sects and groups
EZ	Judaism and other religions

F. NEW TESTAMENT

FA-FE	Introduction, canon
FF-FG	Criticism
FH	Exegesis, commentaries on entire N.T.
FJ-FL	Gospels
FM-FR	Acts-Revelation
FS	Life of Christ
FT	History and biography
FX-FY	Theology, ethics

G. PATRISTICS, CHRISTIAN LITERATURE

GA-GE	Collections of the writings of the Church Fathers and of Christian theologians
GF-GG	General history and criticism of Church Fathers and of Christian literature

GH	Apostolic Fathers
GK	New Testament Apocryphal writings
GL	Oriental Christian writers Syriac, Coptic, etc.
GM	Greek Fathers
GN	Latin Fathers
GP-GQ	Medieval Latin churchmen
GR GS	Catholic theologians to date
GT-GV	Reformers
GW-GZ	Protestant post-Reformation theologians to date (except British and American)

H. HISTORY

HA-HG	Biography, auxiliary historical sciences.
HH-HJ	History, civilization, chronology, universal histories
HK-HX	Ancient history (HP-History of the Jews) Medieval and Reformation history: IM-IR
HZ	Modern history

I. CHURCH HISTORY

IA	Christian antiquities
IC-IT	Church history
IX	Monasticism
IY	Persecution, matyrs, inquisition

J. HISTORY OF DOCTRINE

JA-JF	History of theology
JG-JH	Types of Christian thought
JK-JP	Symbolics, heresies and sects, polemics
JR	Irenics, church union

K. DENOMINATIONAL HISTORY

KA-KE	Patriarchates, Eastern churches
KG	Orthodox Eastern church, Greek Catholics
KH-KJ	Catholic church
KK-KZ	Protestantism, Lutheranism, Anglicanism, Calvinism, etc.

L. HISTORY BY COUNTRY (both general and religious - Europe and Britain)

LA	Minor East European states
LB	Greece (modern)
LC	Russia, East Baltic states, Finland
LD	Poland
LE	Scandinavia
LG-LJ	Germany
LK	Austria, Czechoslovak Republic, Hungary
LL	Netherlands
LM	Switzerland
LN	Italy, Spain, Portugal
LP	France
LQ-LW	Great Britain
LX-LY	Scotland
LZ	Ireland

M. HISTORY BY COUNTRY (both general and religious--America, Asia, Africa, including missions)

	MA-ML	America and the U.S.
	MM	Canada
MR Lib.-	(MN	Mexico, West Indies and South America
	(MP-NW28	Asia
	(MW30-MW98	Islands of the Pacific, Australia, etc.
	(MX-MZ	Africa

N. MISSIONS - THEORY AND PRACTICE

	(NB-NH	Conferences,societies, miscellany
MR Lib.-	(NJ-NP	History of missions
	(NR-NT	Theory and method
	(NV	Missions to special classes

O. HISTORY OF RELIGIONS. COMPARATIVE RELIGION

OA-OD48	Comparative Religion
OD50-93	Occultism and the supernatural
OE-OF	Mythology, folk-lore, primitive forms
OG	Primitive religions
OH-OK	Oriental , Chinese, Japanese and Korean religions
OL-OM	Indian religions, Hinduism and Brahmanism

ON	Buddhism
OP	Jainism, Sikhism
OQ-OR	Persian and other Asiatic religions
OS-OU	Semitic, Assyro-Babylonian religion, Mohammedanism
OW	Egyptian religion
OX	Classical religions
OY	European non-Christian religions
OZ	Theosophy, anthroposophy, etc.

P. SCIENCE

PA	General works
PB-PE	Physical sciences
PF-PJ	Biological sciences
PM	Anthropology, ethnology
PP-PQ	Psychology
PX	Psychiatry, psychoanalysis, psychotherapy, psychial research, etc.
PZ	Mathematics

Q. PHILOSOPHY, ETHICS

QA-QC3	General works
QC9-QE	Ancient philosophy
QF-QH	Medieval and modern philosophy
QJ-QN	Modern philosophy, by country
QP-QX	Systematic philosophy, metaphysics, logic, esthetics
QY	Ethics
QZ	Christian ethics

R. SYSTEMATIC CHRISTIAN THEOLOGY. PHILOSOPHY OF RELIGION

RA-RB	Philosophy of religion, theism, deism, atheism, etc.
RC12-33	Theological encyclopedia and introduction
RC62-RE	Apologetics
RF	Science and religion
RK	Theological essays, lectures
RN	Systematic treatises
RP	Modernism, liberalism, fundamentalism

RQ	Doctrine of God
RR	Christology
RS	Soteriology
RT	Holy Spirit
RU	Anthropology, evil, sin
RV	Angelology, Satan, Devil
RW	Eschatology
RX	Prophecy

S. SOCIAL SCIENCES. POLITICAL SCIENCE. LAW

SA-SC	General and comprehensive works, statistics
SD	Family, sex relations, eugenics, women
SE-SF	Social and economic conditions, social ethics
SH-SI	Social Christianity, church and community
SJ-SK	Social welfare, charities
SL	Temperance, Criminology
SM	Race problems, social classes, secret societies, etc.
SP	Socialism, anarchism, communism, fascism
SQ	Economic theory, production and distribution
SR	Industry, capitalism
SS-ST	Labor
SV	Commerce and trade, finance
SX	Political science
SY	International relations
SZ	Law

T. EDUCATION

TA-TE	History and theory
TF	Religious and moral education
TG	Pedagogy
TH	Education adapted to special classes
TJ	Family and home training
TK	Jewish religious schools
TL-TL75	Christian church as educator, catechetics

TL91-TM	Sunday schools, vacation Schools, week day religious instruction
TN	Bible training schools
TR-TT	Private schools, normal schools
TU-TW	Universities, colleges, business and professional schools
TX	Theological education
TY	Adult and worker's education

U. PRACTICAL THEOLOGY

UA-UA16	General works
UA23-77	The church, its constitution, order and ministry
UB-UF	Church and state, church law, finance
UG	Worship, sacraments, sacramentalia, saints, church year, Sabbath
UH-UK	Liturgical worship, Eastern rites
UL-UN	Latin liturgies
UP	Anglican liturgies
UQ	Lutheran liturgies
UR-US	Reformed and other liturgies
UT	Undenominational forms of worship
UU	Prayer and prayers

V. MUSIC

VA-VF	History and theory
VG	Sacred and liturgical music. History and theory
VH	Collections of liturgical sacred music
VI	Collections of non-liturgical sacred music
VJ	Psalmody, choral books
VK	Hymnology
VL-VR	Hymn books
VS-VT	Religious poetry
VU-VZ	Collections of secular music

W. PRACTICAL CHURCH WORK. PASTORAL THEOLOGY

WA	The church as a working organization
WB-WD	Evangelistic work, home and city missions

WH-WO	Undenominational religious organizations
WP	Pastoral theology
WQ-WX	Preaching, sermons

X. ASCETICISM. DEVOTIONAL LITERATURE. PRACTICAL ETHICS

XA-XE	Asceticism, Christian life
XG-XT	Devotional literature, mediations, piety
XW-XX	Practical ethics, conduct of life
XY	Amusements, recreation, dramatic art

Y. FINE ARTS. PRACTICAL ARTS. MEDICINE

YE-YM	Art, painting, architecture, sculpture
YN-YS	Arts and crafts
YT	Technology, applied sciences
YX	Medicine, hygiene

Z. POLYGRAPHY

ZA	Collected theological essays
ZB-ZF	Miscellany

HOW TO USE THIS SYNOPSIS: Professors and students will notice that this system is logical and provides a broad and comprehensive grasp of the entire field of knowledge from a theological viewpoint. Each general heading should first be analyzed and understood. The subdivisions will, for the most part, be found to fall into logical order within the larger divisions. Area reading may be done by examining all books within a given class. This should be supplemented by subject-heading reading using the dictionary catalog as a basis.

NOTATION: The class numbers consist of two letters followed by one, two or three numbers, usually. All figures in the notation are to be read decimally, although the decimal point is not actually used. Thus KN12 comes before KN3, as though they were written KN.12 and KN.3. Another way of arriving at the same thing is to consider the three-digit numbers as running from 100-999, with the zeros implied. Thus KN12 and KN3 should be read as KN120 and KN300. Either method will yield the same result. The general rule is that each added digit constitutes a subdivision of what precedes.